BMet College Group
Self Assessment Report 2021-22

Inspiring futures, Realising Dreams

BMet
Inspiring futures, realising dreams.

Contents

October 2022

Key Strengths and Areas for Improvement

Key Strengths

- During the 2021-22 academic year the management of safeguarding has been effective.
- A highly effective board of governors continually challenge and support the college's drive for improvement.
- The college has developed a clear and ambitious vision and strategic plan for providing high quality, inclusive education and training for all, which has been influenced by the strong relationships with a number of strategic partners.
- Leaders and managers place diversity and inclusion at the heart of the college and are utilising the Black Leadership Group 10-point plan as a framework within which to work to help realise BMet's vision.
- The management of subcontracted provision is extremely effective with clear governance oversight.
- Teachers on programmes for young people are highly effective in building positive and collaborative relationships with students through establishing high expectations and nurturing both personal and professional behaviours and attitudes.
- Teams clearly understand their curriculum intent, which is ambitious and well designed (Ofsted 2021), and subsequently plan and sequence the delivery of programmes that enable students on study programmes to acquire the relevant knowledge, wider skills and behaviours to progress well and prepare them for their next steps.
- The majority of teachers on programmes for young people deliver good or better sessions, with all having extensive knowledge and expertise within their subject area which they use to good effect to skilfully plan sessions and present information clearly and logically, so students make the best possible progress and can apply their learning in different ways.
- Students enjoy attending well planned and effectively delivered practical sessions, within well-resourced environments, which are highly motivating and enable students to clearly link theory into practice whilst developing work ready skills.
- The college works well with employers to plan a curriculum that meets the needs of the communities it serves, and one that clearly aligns to emerging skills needs.
- Throughout the year the college continued to review opportunities for delivery to upskill or prepare adults for entry into the workplace, responding swiftly to the growing needs of priority areas to upskill the unemployed and meet the predicted demand.
- Strong working relationships exist between the Business Development team and curriculum to ensure provision meets the needs of employers and recruitment and IAG and induction processes are effective, ensuring that vacancies are filled with the right applicant on the right programme with the right employer.
- The apprenticeship provision benefits from knowledgeable, highly skilled and well-versed staff delivering each programme meeting both employer and apprentice needs to a high standard.
- Teaching, learning and assessment is good for apprentices, sessions are well planned, and teachers and trainer assessors implement a range of exciting teaching and assessment strategies that stretch and challenge the apprentices helping them to make positive progress.
- Leaders and managers were quick to respond to the Ofsted recommendations, implementing a comprehensive plan to effectively secure sustainable improvements

across the college and initiate a cultural change that inclusive learning is everyone's responsibility.

- Cross college communication has increased ensuring expectations for provision for High Needs are clear with all curriculum management teams.
- The curriculum design of Foundation Learning programmes is now much more consistent across the college.
- The principles of Ready, Respectful and Safe are fully embedded within the college culture and all staff recognise their responsibility to model these principles and challenge behaviour in an appropriate way.
- The vast majority of students and apprentices respond well to the high expectations established by staff who clearly communicate expected levels of behaviour with a focus on being professional at all times.
- A strong focus on safeguarding during induction and throughout the year ensures that students feel safe and know how to keep each other safe within the college and that they know who to contact regarding safeguarding and personal concerns.
- A comprehensive programme to prepare all students for the workplace is delivered prior to interactions with employers and other organisations.
- Over 145 employers have actively engaged with the college during the year to support the development of the students' employment skills, knowledge and behaviours.
- A high quality and impartial careers service deliver information advice and guidance with integrity ensuring students are on the right pathway.

Key Areas for Improvement
- Continue to establish a culture of visible, strong whole-college leadership with clear evidence of consistency in accountabilities, roles and high expectations for staff and students, particularly those students who are vulnerable through the implementation of relevant and impactful initiatives and actions that ensure consistency.
- Continue to establish a clear and ambitious vision for high quality education and training drawing on values which are shared and communicated through both policy and practice.
- Implement a range of metacognitive and research-informed teaching and learning strategies and quality assurance activity to improve the consistency in high-quality anti-racist curriculum implementation across all sites, teachers and sessions.
- All students on programmes for young people to continue to develop maths and English skills to equip them for the future, beyond level two where applicable.
- Further review the ESOL curriculum intent, offer and design to meet the needs of students and the region to support adults into employment and further learning.
- Improve the consistency in planning, learning and assessment across the ESOL provision, clearly establishing starting points and monitoring progress to aid achievement and progression to positive destinations.
- Further improve the consistency in the apprenticeship learning journey across all provision to ensure curriculum implementation focuses on knowledge, skills and behaviours to thoroughly prepare apprentices for EPA.
- Leaders must ensure that teachers identify accurately the starting points of learners who have high needs and use the information to ensure that they receive the appropriate teaching and support to help them achieve their best.
- Managers must ensure that learners who have high needs receive the appropriate support so that they can make the progress of which they are capable.

- Continue to monitor attendance, including that of maths and English, and target those curriculum areas where attendance falls below the college target and implement relevant strategies to re-engage students.

The Self-Assessment Process

The Self-Assessment Report (SAR) is a review of the 2021-22 academic year. The college was inspected by Ofsted in December 2021 and awarded a Requires Improvement grade.

Since the Ofsted Inspection, the College has implemented an enhanced Quality Improvement Plan, which incorporates all the recommendations from Ofsted, whilst also continuing the focus to drive improvements in the areas originally identified. Additionally, three detailed action plans were implemented for ESOL, Inclusive Support and High Needs and Pre-employment programmes aligning with the College Quality Improvement Plan. These action plans have played a fundamental role in the improvements that have been made in-year.

Additionally, the College worked with an external consultant for High Needs and was involved in the pilot of the FE Commissioners' Single Improvement Plan. This provided dedicated support to help focus the improvements in teaching, learning and assessment and leadership and management, as well a number of financial and business planning aspects.

This activity has helped to inform the judgements made within the SAR.

The process of validating the curriculum self-assessment reports is undertaken in November 2022 with a panel of senior managers, including the Principal and CEO and the Chair of Governors and the Link Governors for the colleges.

The whole college SAR and contributing curriculum grades are validated by the Academic Standards and Quality Development Committee (ASQD) of the Board of Governors and an external consultant with extensive experience within the FES sector.

Summary of Whole College Grades

Leadership and Management	Requires Improvement
Quality of Education	Requires Improvement
Education Programmes for Young People	Good
Adult Learning Programmes	Requires Improvement
Apprenticeships	Good
Provision for Students with High needs	Requires Improvement
Behaviour and Attitudes	Good
Personal Development	Good

Summary of Directorate Grades: Quality of Education

Grading Rationale

To ensure standardisation of grading across all Departments, Directorates and Colleges a final validation meeting took place with the CEO/Principal and the Vice Principal for Curriculum and Quality.

It is important to recognise that there are a number of different factors that contribute to finalising and awarding the overall grades: the quality of teaching, learning and assessment; the wrap around support provided to the students; the extent of employer engagement and work experience; feedback from students through surveys and student voice mechanisms; and achievement data, taking into consideration proportionality of 16-18, adults, apprenticeships and high needs. The 2018-19 national achievement rates were referred to, however less emphasis was placed on these due to the significant changes in the landscape and the impact this has had on learners over the last few years.

There are a number of considerations that have been taken into account with some areas having faced some specific staffing challenges that have impacted the achievement rates, along with the ongoing impact of the pandemic on some apprentices. The grading for English and Maths has been considered separately reflecting on the pass rates for GCSE and progress measures and the infancy of the newly reformed functional skills qualifications, which nationally have had a low achievement rate.

Taking account of all of these factors, grades have been awarded with varying degrees of strength. The following tables exclude grades for Behaviour and Attitudes and Personal Development; however these have been accounted for within the process and have been recognised as Good in most areas.

James Watt

Directorate and Department	Leadership & Management	QoE for Young People	QoE for Adults	Apps	High Needs	Overall Grade
Construction	+3	3	3	2	3	+3
• Erdington	+3	3	2	-	3	+3
• James Watt	+3	3	3	-	3	+3
• Apprenticeships	2	-	-	2	-	2
Engineering and BMW Training School Oxford	2	+3	2	2	2	2
• Rail	2	-	2	2	3	2
• Apprenticeships	3	-	2	+3	-	+3
• Engineering	3	+3	2	-	2	+3
• BMW	1	-	-	1	-	1
Media, H&SC, EY, FL, E, M & ESOL	+3	3	+3	2	3	+3
• Media Studies and Games Design and Foundation Learning	-2	-2	-	2	3	-2
• Health, Social Care & Early Years,	3	3	3	-	3	3
• Mathematics and English	+3	3	+3	-	-	+3
• ESOL	2	-	2	-	-	2

Matthew Boulton College

Directorate and Department	Leadership & Management	QoE for Young People	QoE for Adults	Apps	High Needs	Overall Grade
Creative, Digital, Business and Law	-2	-2	3	-	2	-2
• Digital & Media	+3	+3	3	-	+3	+3
• Art & Fashion	1	1	1	-	1	1
• Law & Accounts	+3	3	-3	-	2	-2
• Business	2	2	2	-	2	2
Medical, Early Years, Science, Health & Care and Horticulture	2	2	-2	2	2	2
• Dental & Horts	3	2	3	-	-	3
• Apprenticeships	2	-	-	2	-	2
• Health & Social Care	2	2	+3	-	2	2
• Early Years	1	1	1	-	1	1
• Vocational Science	+2	+2	+2	-	2	+2
English, Mathematics, ESOL and Foundation Learning	3	2	-3	-	-2	3
• English	-2	2	3	-	2	-2
• ESOL	-3	-	4	-	-	-3
• Mathematics	2	2	-2	-	-	-2
• Foundation Learning	2	2	-	-	-2	2
Commercial Services	2	-	2	-	-	2

Sutton Coldfield College

Directorate and Department	Leadership & Management	QoE for Young People	QoE for Adults	Apps	High Needs	Overall Grade
A Levels, Vocational Science and Mathematics and English	-2	-2	-3	-	2	-2
• A Levels	-2	-2	-	-	2	-2
• Vocational Science	-2	-2	3	-	2	-2
• Mathematics & English	+3	+3	-3	-	-	+3
Digital/Computing, Creative Industries, Health and Social Care, Early Years, Travel and Public Services and Foundation Learning	2	2	2	3	2	2
• Digital & Computing	2	2	2	3	-	2
• Performing Arts	1	1	-	-	1	1
• Art & Design	+2	+2	+2	-	2	+2

• Foundation Learning	2	2	-	-	2	2
• Public Services & Travel & Tourism	2	2	-	-	2	2
• Early Years	2	2	-	-	2	2
• Health & Social Care	4	4	-	-	4	4
Business and Professional Studies, and Sport	2	-2	3	2	2	-2
• Professional Services	3	3	3	-	-	+3
• Apprenticeships	-2	-	-	-2	-	-2
• Business	2	-2	2	-	-	-2
• Sport & Sport Subcontracting	2	-2	3	2	2	-2

Birmingham Context

Priorities for Birmingham and West Midlands

Britain's second city is home to over a million people, an economic powerhouse and cultural melting pot where people from across the globe come together to forge a stronger society.[1]

As a regional College, Birmingham Metropolitan College (BMet) is anchored in the communities that it serves. BMet has a significant influence and impact on the lives of students and the economy in the West Midlands and beyond. We serve a range of stakeholders, demographics, and industries, predominately and proudly through enriching the lives of our students by ultimately '*Inspiring futures and realising dreams*.' Through the raising of aspirations, we enable students to develop skills and behaviours empowering them to realise their dream of working in a particular sector and/or enhancing their lifetime earning potential. We bring value to the economy and local, regional, and national businesses by providing resilient, qualified and trained staff into the workforce who make a positive contribution to society in modern Britain.

Through equipping our students to develop new in-demand skills that match the regional business community needs we aspire to support the business community to improve recruitment and their aim to diversify their workforce both within the immediate and current market and in the future.

Birmingham Metropolitan Colleges strategic aims
Our strategic priorities are to:
1. be a **significant** contributor to skills development in Birmingham and the City Region;
2. provide a **consistently high quality** learning experience;
3. equip our students for the **future**;
4. be an **inspiring place to work**; and
5. have a **strong financial base** to invest in a sustainable future for the college.

Alongside our strategic priorities are the those for the region set out in the *regional skills plan* by the West Midlands Combined Authority (WMCA). Regional Skills Plan 2021-2030 sets out 5 key actions to:
1. **Prepare** our young people for future life and work

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[1] Birmingham (wmca.org.uk)

2. **Create** regional networks of specialist, technical education, and training to drive up skills and productivity and underpin economic growth.
3. **Accelerate** the take-up of good quality Apprenticeships, across the region - double the number of apprenticeships by 2030.
4. **Deliver** inclusive growth by giving more people the skills to get and sustain good jobs and careers.
5. **Strengthen** collaboration between partners to support achieving more collectively[2].

The Regional Skills Plan is a joint endeavour between local and national partners, employers, and communities, and BMets business plan and strategic priorities sit firmly in the centre of this activity. For example, preparing young people for future life and work by offering a broad curriculum with multiple entry points and progression opportunities. Expanding apprenticeships in engineering, associated health services (pharmacy, dentistry); delivering successful SWAPs (e.g. Jaguar Land Rover, Sigma finance and Finning) with BMET leading the way on employment destinations, against other college providers (WMCA); delivering Rail programmes as well as increasing construction training in response to employer demands. Delivering on specific initiatives e.g., NEET programmes with other partners, as well as planning with the Commonwealth Games Organisers (CGO) for BMet to work directly with suppliers and CGO to host all the training, and support the delivery teams for the Commonwealth Games (CWG) volunteers.

Significant partnerships formed to support BMet to meet the needs in the West Midlands are given in the following examples: BMet works closely with the Greater Birmingham and Solihull Chambers and LEP supporting initiatives to gain access to employers; it works directly with large employers who have codesigned our Greater Birmingham Professional Services Academy which is now in its nineth year; and is a founding member of the Greater Birmingham and Solihull Institute of Technology (IoT) to develop engineering, construction and digital higher-level skills. The College is the provider of choice for range of large employers such as BMW, BAKAVAR, Moy Park, Currys and Pladis, these relationships will continue to be built on and strengthened in 2022-23.

Birmingham Metropolitan College Student Profile

In 2021-22, BMet supported over 10,000 students and worked in partnership with approximately 1,000 employers. Our student population is broken down into the following:
- 4,128 16-18-year olds
- 4,751 Adults
- 802 Apprentices
- 184 Community
- 279 Higher Education

Of which:
- 1,297 students are with subcontracted provision
- 166 students with EHCPs of which 88 have High Needs

70% of 16-18-year olds live in postcode areas that are in the top 30% most deprived (based on Indices of Multiple Deprivation, this is 10% points (pp) higher than last academic year), and of these 49% live in the most deprived 10% of postcodes nationally (9pp higher than last academic year). For our adults the figure of deprivation has risen from 60% in 2020-21 to 66% in 2021-22 with 41% living in the most deprived 10% of postcodes nationally.

Approximately 30% of our full-time 16-18-year olds have GCSE English below a grade 4 when starting at the college and 35% have GCSE Maths below a grade 4.

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[2] Productivity & Skills (wmca.org.uk)

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For some time now, the student population is made up of a majority minority, with 63% Black, Asian and Minority Ethnic (BAME) students, with 37% White with the majority being White British and 1% Irish. Of the BAME students, Pakistani students are consistently the single largest group (15% of overall student population) followed by African students at 13%. The population of African students has increased by 65pp compared to 2020-21 and Pakistani students' population has increased by 14pp. There is a steady representation of BAME apprentices (29% in 2021-22 with a target of 40% by 2024).

The student population comprised of slightly more females than males (52.6%), which reflects a slight decrease when compared to the previous year (53.2%); this is largely aligned with the gender split in Birmingham with 50.5% being female and 49.5% male. In a similar picture to last year there are in fact more males who are 16-18 and it is the adult courses which have far more female learners.

12.4% of students disclosed a disability in 2021-22 compared to 12.5% in the previous year, reflecting a slight reduction. 7.1% of apprentices disclosed a disability or difficulty in 2021-22.

For all ages the proportion of qualifications being undertaken by level are evenly spread across BMet with the majority at level one and two (34% and 36% respectively), 23% delivered at level three, 7% of non-regulated provision and a small proportion of level 4 and above qualifications. Breaking this down by age the proportions differ with most of 16-18-year olds studying at levels two and three (43% and 40% respectively) and the majority of adults studying at levels one and two (48% and 30% respectively).

Further detail on the demographics of Birmingham can be found in Appendix One, along with comparisons of our staff and student profile.

Ofsted Recommendations for Improvement and In-Year Progress

Ofsted identified nine key areas for improvement:

Area for Improvement	Actions and Progress
Leaders must ensure that teachers identify accurately the starting points of learners who have high needs and use the information to ensure that they receive the appropriate teaching and support to help them achieve their best. Managers must ensure that learners who have high needs receive the appropriate support so that they can make the progress of which they are capable.	An external consultant has been working with the college to maximise funding from BCC and this work has successfully secured further funds for students with High Needs for 2022-23. The Inclusion team has been redesigned and roles realigned to help meet the areas key objectives. In addition, further actions fall under four key themes: **Transition and enrolment** - A pen profile has been developed and implemented providing rich information for each student with an EHCP to ensure a smooth transition into the college and beyond. - Enhanced interview process, involving key staff from curriculum and the inclusive support team, and discrete enrolment has provided students with a quality experience. However further work will continue to embed this fully into all provision relating to Inclusive Support. **Target setting and Progress Monitoring** - ProMonitor has been enhanced to capture key information from the EHCPs more easily.

	• Extensive work has been undertaken to set clear expectations for all staff involved with those students with EHCPs and this has been incorporated within the new Teaching and Learning Strategy. **Cross-college consistency of the student experience** • Monthly DM meeting held solely focusing on supporting students with EHCPs has aided clearer communication. • Head of Foundation Learning is now in place to support consistency of this provision. • Foundation Learning DMs are working collaboratively and have sought advice from an external consultant. They have presented their curriculum plans for next year and beyond which were agreed with a few small changes. Phase one includes extending the employability session to 1.5 hours; working with Envision to deliver a Community apprenticeship; all students completing a reflective journal; delivery of a Citizenship class and an Access to College for those young people who are NEET. **Professional Development** • An extensive programme, aligned to the changes and enhancements, has been implemented for the Inclusive Support team to ensure their preparedness for the new academic year. • A comprehensive CPD programme has been planned and implemented to support the new Teaching and Learning Strategy, which will fully support the progress of those students with EHCPs as well as all other students. • Quality Assurance activity, including Deep Dives planned to monitor the impact of the changes with Lead Directors and the Inclusive support team playing a key role. The achievement rate for those students with High Needs and EHCPs is 82.1% and 83.2% respectively, therefore slightly outperforming their peers. Of those students with an EHCP or HN studying between Entry to Level 2, 86% returned to study in 2022-23 of which 71% returned to a higher level. A number of students secured university places.
Governors must ensure that leaders identify precisely the weaknesses in all curriculum areas including courses for adults and programmes for learners who have high needs and that their actions result in their swift improvement.	A Performance Dashboard has been produced with key data to inform Governors and SLT on a monthly basis of progress of students at BMet, College and Directorate level. This has resulted in Governors and SLT having oversight of in year performance enabling scrutiny. The Governors provide effective support in conjunction with appropriate levels of challenge through a number of mechanisms, in addition to the new Performance Dashboard.

	Three action plans have been implemented as a result of the recommendations from Ofsted for ESOL, High Needs provision and pre-employment. Progress against the actions have been reported to members of ASQD to provide assurances to Governors of progress being made. Good progress is being made for pre-employment programmes and the impact is evident, however it is too early to measure impact of the actions put in place for ESOL and High Needs.
Leaders must ensure that where academic and vocational provision is delivered on more than one campus, learners receive a consistently good learning experience.	A small restructure took place towards the end of the academic year. All Directors are now responsible for leading on the quality and consistency of a specific subject area across the three colleges where applicable. A number of Deputy DMs and Co-ordinators have been recruited within the college as well as three Head of roles for English, Maths and Foundation Learning and currently two out of three Senior Directors appointed at the colleges. The focus of these roles is to drive improvements within the student experience and consistency in curriculum delivery, whilst recognising there will be slight nuances within curriculum design. The Deputy DMs will be supported through an 'Aspiring Leaders' programme in the new academic year. The half termly cross college collaboration meetings for DMs have ensured sharing of good practice and agreement of changes to shape the curriculum within the same or similar subject areas to aid consistency across the three colleges. Additionally, DMs have established working groups to ensure standardisation in delivery and Lead Directors are working much more closely across the college in planning for next year, where similarities exist.
Leaders should ensure that adult employability courses meet learners needs effectively, as well as the demands of stakeholders such as the local combined authority and employers. Leaders and managers must ensure that learners receive the appropriate teaching to help them understand incrementally and remember long term new knowledge and skills.	Additional assessments have been implemented taking into account starting points and in-year progress. There has also been a focus on the use of metacognitive and research informed practices within delivery and enhancements have been made to the IAG process. During the Curriculum Review undertaken in term three to monitor the impact of changes, student focus groups, learning walks and review of assessed work all indicated the positive impact these changes were having: • IAG is strong, ensuring that students are on the course and are fully aware of the level of commitment needed and level of content. • Interleaving is starting to be implemented by resequencing sessions and allowing opportunities to revisit topics. • Student feedback is strong, relating to both learning outcomes and sector specific knowledge, skills and behaviour, clearly stating future development.

	• Updated ILP to capture starting points, mid-point, end point assessments of knowledge, skills and behaviours.
	• Creation of midpoint formative assessment activities to monitor progress.
	• Targets are set by students and reviewed regularly throughout the course.
	• Learning walks showed good lessons with students displaying retrieval from long-term memory when asked.
Leaders and managers must ensure that all learners receive consistently constructive and helpful feedback (oral and or written) on their work to help them improve and achieve their potential.	Half termly standardisation meetings, Professional Learning Communities and one to one training have supported the further development of quality feedback and feed forward. The review of marked work was undertaken by a number of areas during the third term. The sample of marked work was, in the majority of cases, clearly linked to strengths and areas for development. However, most areas identified that feedforward could be further developed along with identification of incorrect SPaG. Many EQA reports comment on the quality of feedback and 97% of students responded that they agreed or strongly agreed that feedback tells them what they are doing well and what they need to improve.
Leaders must ensure that apprentices following pharmacy courses develop their English and mathematics skills beyond level 2.	Pharmacy team are now using CenturyTech to establish starting points for English and Maths, target development of students' skills and monitor progress throughout the programme. This then helps to inform further development required through naturally occurring opportunities as well as completing the tasks on Century Tech. This has been received positively by many apprentices. A clear direction has been shared with all teams for induction and the completion of Diagnostic Assessment for all apprentices. This will be monitored carefully in the first half term.
Leaders must ensure that adult learners and apprentices know how to stay safe online and know the risks posed by extremist behaviour, particularly in the areas in which they live and work.	College handbooks have been reviewed for Adults and apprenticeships with the section dedicated to staying safe being enhanced. The majority of staff are actively referring to the handbook during the first few weeks of students starting at the college. The ESOL curriculum has been redesigned to include digital skills and vocational options to support students into employment. In addition, planning has taken place to embed the development of digital and wider study skills into these programmes. The induction handbook has been amended to link into the wider key skills including BV, Prevent, Safeguarding and online safety, etc. Online induction for apprentices incorporates both RRS and BV and is built into all apprenticeship programmes

	and the assessors have access to monitor completion. The apprentice survey identified: 87% agreed or strongly agreed they had been told about the safeguarding policy and who to report concerns to and 89% agreed or strongly agreed that they understood the college's RRS expectations and what they mean to them as individuals.

Leadership and Management

Context and Key Judgements

2021-22 saw very few changes within the senior leadership team. A small Executive Group (CEO/Principal, Chief Finance Officer and Company Secretary), all of whom are senior post holders, and the Vice Principals for each college, the Vice Principal for IT and Data, the Vice Principal for External Development, the Vice Principal for Curriculum and Quality, Director of Estates and Facilities, the Director of Finance, the Director of HR, the Director of Marketing and the Director of Student Experience and Designated Safeguarding lead make up the Senior Leadership Team.

Leaders have developed strong relationships with stakeholders and partners and many of the leadership team are involved with local community, regional and sector-specific industry groups and boards enabling the college to design and deliver a curriculum that prioritises both the current and future skills' needs. Our collaborative approach spans across all stakeholder engagement including relationships with other educational institutions and our vision sees us grow our relationships with University partners as we develop our Higher Level Skills strategy, build on our sector-specific partnerships in Engineering through our membership of the Greater Birmingham Institute of Technology and continue to work in partnership with other regional colleges particularly through innovation and curriculum development.

This year has seen the leadership team commit to becoming an anti-racist college, working closely with the Black Leadership Group to establish a transparent strategic approach that challenges us as an educational institution and allows us to keep in focus the communities and individuals that come to the college: students, staff and stakeholders to ensure we do live up to our vision. The use of the 10-point plan to realise our vision has provided a strong framework with which to work within, in addition to our work with the Student Commission for Racial Justice and the Birmingham Race Impact Group (BRIG), amongst others.

In addition to the above activity the College introduced a framework for the development of High Performing Teams with the key characteristics and behaviours clearly aligning to the Black Leadership Group SALT Framework (Share, Ambitious, Lively and True). A comprehensive programme has been delivered to support managers to embed these key characteristics into their teams and this will continue into the new academic year and beyond.

FE Commissioner and OFSTED visits

The college received a full Ofsted inspection at the start of December 2021 and therefore the outcomes have influenced the majority of activities implemented during the year to drive improvements. Overall, the college received a Requires Improvement grade, however significant improvements were recognised for 16-18 provision, Apprenticeships, Personal Development and Behaviour and Attitudes. Despite a number of strengths, provision for

students with High Needs and Adults received a Requires Improvement. Therefore, this resulted in the Quality of Education and Leadership and Management not being able to receive higher than a Requires Improvement grade.

As a result of the inspection outcome the college was involved with the pilot of a Single Improvement Plan with FE Commissioners. The Single Improvement plan focussed on the consistency of student experience across all three colleges and business planning and finance. The college worked with a number of FE commissioners to undertake a high level review of current processes, improvement plans and quality systems, clearly identifying issues affecting consistency, business planning and quality improvement. Actions have been employed as a result, which has contributed to accelerated implementation of activity and positive outcomes in many areas.

Governance

Strong and effective governance across the college has maintained a culture of accountability at all levels to ensure continuous and sustained improvements. The board of governors possess a breadth of experience and expertise which enables effective scrutiny leading to improved teaching, learning and assessment practice and outcomes for students. The board comprises of three student governors (one from each college), two staff governors, 11 independent Governors and the Principal/CEO. The Chair of the Corporation and Chairs of each of the Sub-Committees play a very active role in supporting the college's drive for continual improvement.

Governors have a clear vision and strategy for the college, and are committed to supporting continual development, which takes into consideration local, regional and national priorities. To complement a comprehensive programme of Corporation and Committee meetings, two Strategy days take place, one in May and one in November. These days include detailed reviews of strategic development matters, external speakers and meetings with staff and students.

The governors provide effective support in conjunction with appropriate levels of challenge through a number of mechanisms including detailed reports to Committees with executive summaries on all aspects of college delivery, performance and regulation; sight and access to dashboards on key areas including HR, achievements and quality; reviews of committee work at Corporation; participation in the SAR process; and Deep Dives into key areas of development, concern and innovation.

Link governors continue to actively engage in joint learning walks and professional development day activities providing opportunities for professional dialogue with staff that both enforces and challenges their thinking. The leadership team benefit greatly from the expertise that link governors bring to the SAR validation panels ensuring an appropriate level of challenge that produces accurate self-assessment of their provision. This activity is highly valued by leaders, managers and staff as it is positively contributing to the quality of the student experience. Furthermore, the link governors provide briefings to the whole Board and to curriculum teams on their areas of expertise.

Financial stewardship from governors continues to be strong. Governors monitor a set of Key Performance Indicators (KPIs) that allow effective monitoring and challenge of financial performance as well as other key areas which inform progress toward achieving the college's five Strategic Objectives.

The Board and Subcommittees are supported by the Company Secretary who in collaboration with the Chairs of the Corporation and each of the committees oversees an ongoing review of governance requirements and compliance.

Safeguarding

During the 2021-22 academic year the management of safeguarding has been effective. The DSL (Director of Student Experience) oversees all Safeguarding activities across BMet supported by a team of five Deputy DSLs based at each of the BMet colleges. The DSL works closely with the college Vice Principals and senior leaders to identify emerging themes by college and mitigations required.

The DSL works with the Designated Safeguarding Governor to discuss emerging themes and areas of college work in relation to Safeguarding & Prevent. Safeguarding governance is strong with termly Safeguarding Committee meetings held with all key senior stakeholders and the Safeguarding Governor.

The DSL has a well-developed relationship with the Regional FE/HE Prevent Coordinator and regularly attends local and regional information sharing / training sessions to keep up to date with the latest developments in Prevent. This supports early identification of concerns and support in referral cases to Prevent.

The DSL is a member of the Colleges West Midlands community of regional colleges Safer Students Group. The group supports the sharing of good practice in Safeguarding and Prevent and FE voice across the region working to influence and support FE sector requirements with the Police, West Midlands Violence Reduction Partnership and other key stakeholders in the region.

The network of safeguarding champions at each college, which totals 29 across BMet has met half termly in line with the Safeguarding thematic calendar. Sessions have followed a BMet structure which consists of group supervision, reviewing themes at each college, training spotlight on topical issues and discussion of professional practice. All Safeguarding champions have completed enhanced safeguarding training to level two within the college Skillgate system.

Safeguarding communities have grown and develop as Safeguarding Champions and DDSLs continually develop their practice. These communities provide safe spaces to discuss emerging themes, concerns and experiences in a group supervision setting with DDSLs.

The investment in Safeguarding software MyConcern has grown and developed during the year with increased use and understanding of the system amongst staff and the Safeguarding Team. My Concern is the single route for the recording, management, referrals (Childrens Services, Police, Adult Social Services) and reporting of all safeguarding concerns across BMet. This provides for transparency of concerns raised using the inbuilt reporting system for DSLs and senior leaders.

Safeguarding training has taken place in person for staff during the year and in small groups as new starter and refresher training. Sessions have been well received and allowed for discussion and sharing of thoughts around sensitive / challenging subject areas.

Leadership and Management are judged to be Requires Improvement:

- A highly effective board of governors continually challenge and support the college's drive for improvement. Board members demonstrate a willingness to share expertise and bring important professional perspectives to Board discussions to shape the strategic direction of the College.
- The college has developed a clear and ambitious vision and strategic plan for providing high quality, inclusive education and training for all, which has been influenced by the strong relationships with a number of strategic partners. This is strengthened by a number of the college's senior leaders being members of numerous regional community and business boards such as GBSLEP Modern Services Board, the Greater Birmingham Chamber of Commerce and the North Birmingham Economic Board. These relationships ably assist the college in being responsive to the skills' needs of Birmingham and the regional landscape. This is exemplified in the work the college undertook with the Commonwealth Games through provision of the facilities for the mass training of over 14,000 volunteers; the work undertaken through active involvement in a number of different groups through College West Midlands, including a successful initiative to prevent young people becoming NEET; and the continued work with partners through the commissioning of a follow up report (Youth Report, 2021) looking at the impact of Covid19 on the careers, education and lifestyles of young people in the region. Additionally, leaders actively source partnership opportunities to help ensure we understand the challenges and opportunities faced by sectors across the region and as an example have been a partner to Birmingham Tech for over three years; this allows us to gain insight into the Tech industry to help shape our curriculum and offer to students and employers, this year in particular groups of BMet students participated in, and won, live dragon den briefs in Birmingham Tech Week. BMet is also a member of the National Skills Academy for Food and Drink which allows us to stay at the forefront of challenges and opportunities within this specialist sector. These activities have aided future planning with stakeholders and partners.
- Leaders and managers have a strong focus on establishing a culture of visible, whole-college leadership with clear accountabilities, roles and high expectations. Leaders and managers have been pivotal in developing high performing teams using key characteristics and behaviours and the SALT framework to develop their teams further. Additionally, the introduction of new roles and responsibilities towards the end of the academic year has ensured a much more consistent approach to curriculum design and delivery through collaborative planning for 2022-23.
- Leaders and managers place diversity and inclusion at the heart of the college and are utilising the Black Leadership Group 10-point plan as a framework within which to work to help realise BMet's vision. A plethora of activity has been undertaken to promote the colleges anti-racist and inclusive stance acquiring feedback from staff and students to help shape the college moving forward. Activities during the year include: our student involvement in the Student Commission for Racial Justice and the Birmingham Race Impact Group (BRIG) Mini Summit where students were able to voice feelings and opinions with actions arising from their discussions being implemented; staff and student Equali-tea and talk sessions, led by Diversity and Inclusion Ambassadors and BAME Network members, has helped us to listen to what matters most and implement actions as a result; and the mentoring project pilot for those students from minoritised ethnic groups that were at high risk of not succeeding in their programme of study increased the success of a number of students. All these initiatives have had a positive impact on students and staff feeling

valued, listened to and feel they belong. Furthermore, the Principal/CEO is leading on the Colleges West Midlands Race Equality Group, where joint initiatives have been identified and actions agreed moving forward.

- There has been a significant shift to increase communication, consultation and positive feedback from staff by leaders. Two staff surveys during the year, the introduction of 'Ideas for Improvement' and the 'Ideas Lab' were well received by staff and have resulted in a number of changes in college processes and procedures, including the consultation of policies by staff and students prior to approval.

- The Wellbeing and Engagement strategy is firmly embedded into the college with clear aims, objectives and actions to drive change. The Wellbeing and Engagement Network has made a significant contribution to the content of the Mental Health Strategy, approved in the summer term, which has resulted in the commitment for training of nine Mental Health First Aiders for staff. This is in addition to those trained in the summer as Mental Health First Aiders for students. The Wellbeing Hub hosts a range of useful resources easily and regularly accessed by staff. In addition, the Carers network has now been extended to include families and staff with caring responsibilities, which has been extremely well received.

- A sustained drive to raise the quality of the student learning experience and promote effective teaching, learning and assessment consistently across all provision remains. Significant improvements have been accomplished for the majority of provision, resulting in an increase in adult outcomes and high achievements in many of our young peoples' provision. Leaders and managers were quick to respond to the Ofsted recommendations and as a result comprehensive action plans were implemented, and external consultation sought. Although good progress is being made it is too early to see the full impact of these actions.

- Extensive professional development activity provided throughout the year has been responsive to the needs of staff within Curriculum and Professional Services. This includes support for professional and pedagogical updating, attainment of relevant qualifications, external consultancy, one to one support and shadowing. Professional Learning Communities providing the opportunity for staff to work together to successfully improve practice around several priority areas: anti-racist curriculum design; identification and use of starting points; target setting and review; use of technology; assessment for learning techniques to check learning, amongst others. An increased use of the coaching referral system is evident with 42 individual requests for support from a Teaching and Learning Coach received. 30 of these requests related to individual teachers or assessors. The remaining 12 requests related to team support/CPD for key developmental areas. 29 support requests have currently been signed off with positive outcomes. 12 individuals are currently receiving coaching following very recent referrals (within the final month or two before teaching ended). One individual has not made the expected progress and therefore is being taken through performance management.

- The management of subcontracted provision is extremely effective with clear governance oversight. The number of contracted providers is kept to minimum and is constantly reviewed to ensure the provision compliments that of the college and meet the needs of stakeholders. A comprehensive quality cycle provides the opportunity to gain feedback from students, review the quality of education and ensures delivery aligns to the agreement. This process has contributed to strong outcomes for students with 87% achievement.

Areas for Improvement/Enhancement

- Continue to establish a culture of visible, strong whole-college leadership with clear evidence of consistency in accountabilities, roles and high expectations for staff and students, particularly those students who are vulnerable through the implementation of relevant and impactful initiatives and actions.

- Continue to establish a clear and ambitious vision for high quality education and training drawing on values which are shared and communicated through both policy and practice.
- Lead on strong engagement with students, parents, the community and employers through the communication of systems, standards and expectations to drive consistency of student experience, especially where the same subjects are delivered across sites.

Quality of Education

Context

Significant emphasis has continued to be placed on ensuring the student experience is positive, developing the curriculum to enhance students' wider skills as well as subject knowledge, skills and behaviours to effectively prepare them for their next steps. Strong external relationships exist between the college and a number of key stakeholders and networks. These partnerships provide key market intelligence which is utilised to influence the design of the curriculum and respond to the needs of the region and employers during the business planning stage.

The teaching and learning framework: The BMet Way, underpinned the approach to classroom, workplace and HE practice focusing on relevant digital applications and highlighting key learning strategies including: Dual Coding, Retrieval Practice, Interleaving, Spaced and Distributed Practice and Spiral Learning, as well as placing greater emphasis on the impact on learning of each element within the Classroom and Workplace Principles and Practice. This is now fully embedded in teaching and learning practice, with recognition from external consultants on the impact this has had on the quality of education, especially for young people and apprenticeships (Ofsted 2021). Walkthroughs, Learning Walks and Curriculum Reviews continue to gauge the effectiveness of teaching, learning and assessment across the college and extensive staff development, including bespoke training, is provided for areas or individuals where expectations are not being met. This activity has contributed to an aspirational teaching and learning culture.

Vice Principals at each of the colleges continue to lead weekly teaching and learning meetings with their leadership team and members of the Teaching, Learning and Quality team, and the overall improvement strategy is ably led by the Vice Principal for Curriculum and Quality who reports to the Principal. There are still pockets of practice that need further improvement and strategies are in place to bring all practice up to a good or better standard.

Overall, the Quality of Education is judged as Requires Improvement, which derives from the identified strengths and areas for improvement for each provision type.

Quality of Education Programmes for Young People

Context and Key Judgements

In 2021-22, 4,128 students were enrolled on 8,055 qualifications, which is a slight reduction when compared to the previous year. Typically, 70% of 16-18-year olds live in postcode areas that are in the top 30% most deprived (based on Indices of Multiple Deprivation) and of these approximately 49% live in the most deprived 10% of postcodes nationally.

16-18 achievement was 80.4%, which is a decrease when compared to the previous year (86.4%) and is below the GFE national average from 2018-19 (83.4%). There are several

contributing factors to this decrease, one of which is the change to the A Level linear two year programme for all students in 2019-20 and the other is the impact of the pandemic and the previous two years having centre assessed and qualification grades. The significant contributor is retention at 88.6%, however if the A Level programmes were omitted, the retention rate would increase to 90.7%

Gaps in achievement exist between the following groups of students where there are more than 15 enrolments: the highest achieving students by ethnicity are Chinese at 94.7% (19), Arab at 87.3% (229) and African at 86.4% (807); which compares to the lowest achieving groups of White/Black Caribbean at 63.7% (284), Irish at 72.7% (33), Other Mixed at 73.2% (157) and White/Asian at 76.3% (131). The gap between the highest and lowest achievement by ethnicity is therefore 31pp and between the lowest achievement and the college outturn is 4.1pp. Work will continue to close the gap over the forthcoming year.

The vast majority of students follow vocational programmes of study in the following areas: Business and Professional Studies, Creative Industries, Construction, Digital/ICT, Early Years, English and Maths; Engineering and Manufacturing Technologies; ESOL, Foundation Learning; Health and Social Care; ICT, Media Studies and Games Design; Public Services; Sport, Science and Travel and Tourism. A-Level students due to complete in 2021-22 equated to 812 enrolments (including 11 Adults), which is an increase on the previous year. 19 subjects are offered at A Level and the majority of subjects are now a two year linear programme.

Strengths

Education Programmes for Young People is judged to be Good:

- Teachers are highly effective in building positive and collaborative relationships with students through establishing high expectations and nurturing both personal and professional behaviours and attitudes. This approach has helped to develop students' independence, creating a productive learning environment which embeds the colleges underpinning principles of Ready, Respectful and Safe. Within Learning Walks undertaken during the year 94% of sessions seen identified this as a strength and 98% (= to the previous year) of students responding to the question in the survey relating to teaching on my course is good, agreed or strongly agreed with the statement.

- Teams clearly understand their curriculum intent, which is ambitious and well designed (Ofsted 2021), and subsequently plan and sequence the delivery of programmes that enable students on study programmes to acquire the relevant knowledge, wider skills and behaviours to progress well and prepare them for their next steps. In the main survey 99% (+3pp compared with previous year) of students responding to the survey agreed and strongly agreed that they were learning new skills.

- The majority of teachers deliver good or better sessions, with all having extensive knowledge and expertise within their subject area which they use to good effect to skilfully plan sessions and present information clearly and logically, so students make the best possible progress and can apply their learning in different ways. This enables students to develop understanding of key concepts from their starting points and through clear links to the world of work. During a number of learning walks, it was noted that students could clearly articulate the skills they were developing and how this would help them in their future. Overall, where the development of students' wider skills was commented upon during Learning Walks, 82% were identified as a strength.

19

- Students enjoy their sessions and are enthusiastic to learn with 94% (-1pp when compared to the previous year) of students agreeing or strongly agreeing that 'the sessions are interesting' in response to the TLA survey. In addition, 98% (= when compared to the previous year) of students strongly agreed or agreed that 'teaching on my course is good'.
- Teachers and inclusion staff skilfully support students leading to a strong student experience, good student progress and the development of knowledge, skills and behaviours and key wider skills. Leaders and managers regularly reviewed progress of students with their teams to help identify those students who were 'at risk' of non-achievement and implement strategies to re-engage and support progress. During conversations with managers, it was evident that most teams knew their students well and were working with them to support their progress. Although retention rates declined for 16-18-year olds by 3.8pp to 88.6%, the overall rates were impacted by the transition from AS to linear A Levels, therefore if we take the A Level provision out of the retention rate it provides us with an overall rate of 90.7%.
- Students enjoy attending well planned and effectively delivered practical sessions, within well-resourced environments, which are highly motivating and enable students to clearly link theory into practice whilst developing work ready skills. The impact of this is demonstrated in the following examples: high achievement rates for the early years, media, creative and students at Matthew Boulton College (+11.4pp, 8.6pp and 8.4pp above the NA respectively) and Performing Arts, Creative Arts and Foundation Learning at Sutton Coldfield (+15.7pp, 6.7pp and 11.3pp above the NA respectively); the high standard of end of year performances at Sutton Coldfield and exceptional achievement rates (99%); the high calibre of work produced by the media, art and design students across all three colleges and a number of successes in sports competitions.
- The majority of students receive constructive feedback and understand what they need to do to improve the quality of their work. In the main survey 97% (+1pp compared with previous year) of students responding to the survey agreed and strongly agreed that feedback tells them what they are doing well and what they need to improve. Work sampling activity also recognised the quality of feedback as a strength however further work on feedforward and correction of SPaG is required with some staff.
- GCSE English and maths baseline assessments were swiftly undertaken to ensure that starting points were identified when the academic year commenced. Several strategies were then implemented by teachers to support the diverse range of abilities within the most sessions; however, it is recognised that there is still more work to do to provide opportunities for all students to gain a higher grade than they were previously awarded, especially those at Grade two and three. For GCSE English, the four to nine pass rate for 16-18 students was 27% which compares slightly more favourable to the pass rate in 2018-19 (which was the last set of exams) and for Maths GCSE the four to nine pass rate for 16-18 students was 13.7%, again comparing slightly more favourable to 2018-19. The RCU Mides data uses slightly different data sets however placed BMet with a slightly higher pass rate when compared to All colleges, GFE colleges and the West Midlands colleges for GCSE English at 27%, with good progress for students moving from a Grade three to four or above (-0.10), which is significantly above the All colleges, GFE and West Midlands colleges rate. The progress measure of those students increasing their Grade from a two (+0.28) is again higher than All colleges, GFE and West Midlands rate. The RCU Mides data for GCSE Maths was 1pp below the national GFE rate (15%), 2pp below the All college rate and 1pp above the West Midlands rate. BMet students made good progress from a grade three to a four or above, when compared to both the All college, GFE and the outturn for the West Midlands colleges at (-0.33). Again, the

progress measure of those students increasing their grade from a two is higher than the All college, GFE and West Midlands rate at (-0.23). Although the progress measures are favourable when compared nationally and regionally the college recognises further work is required to improve progress measures for our students.

Areas for Improvement/Enhancement

- Implement a range of metacognitive and research-informed teaching and learning strategies and quality assurance activity to improve the consistency in high-quality anti-racist curriculum implementation across all sites, teachers and sessions.
- Improve the use and consistency of initial and diagnostic assessment to refine and plan learning more effectively to further meet the needs of all students.
- All students to continue to develop maths and English skills to equip them for the future, beyond level two where applicable.
- Continue to analyse attendance, retention and pass rates by ethnicity, gender and areas of deprivation (Indices of Multiple Deprivation) to enable managers and teams to closely monitor early indicators for those groups of students that may be more at risk of non-achievement.

Quality of Education for Adult Learning Programmes

Context and Key Judgements

In 2021-22 the college accommodated 4,754 individual adult students, which equated to 9,527 enrolments. This was a significant increase when compared to 2020-21 (circa 3,415 enrolments). Approximately 66% of adults live in postcode areas that are in the top 30% most deprived (based on Indices of Multiple Deprivation) areas, of which 41% live in the most deprived 10% of postcodes nationally.

Adult achievement was 80.2%, which is an increase when compared to the previous year (78.4%), however below the GFE national average from 2018-19 (89.9%).

Gaps in achievement exist between the following groups of students where there are more than 15 enrolments: the highest achieving students by ethnicity are Chinese at 89.1% (64), Pakistani at 83.9% (959), White British at 82.8% (2,015), and Other White at 82.1% (525); which compares to the lowest achieving groups of Irish at 63.3% (30), Other Mixed at 74% (100), Other Black at 74.4% (407) and White/Black African at 75.5% (110). The gap between the highest and lowest achievement by ethnicity is therefore 25.8pp and between the lowest achievement and the College outturn is 4.7pp. Work will continue to close the gap over the forthcoming year.

The adult provision provides opportunities for learning in a wide variety of subjects including AAT, Access to HE, Construction, Creative Industries, Digital, ESOL, Functional Skills English and maths, GCSE English and maths, Health and Social Care (blended learning), Horticulture, Performing Arts and Photography, preparation for work and Rail.

Strengths

Adult Learning Programmes are judged to be Requires Improvement:

- The college works well with employers to plan a curriculum that meets the needs of the communities it serves, and one that clearly aligns to emerging skills needs. The proactive Business Development Team and Commercial Services Team have developed strong relationships with external stakeholders across the region, enabling the college to be highly responsive to the needs of the region. Key stakeholders

- include: West Midlands Combined Authority, LEPs, Greater Birmingham Chambers of Commerce, Birmingham City Council, Job Centre Plus, Shaw Trust, Trident Reach, Specialist Recruitment Services SRS, Ixion Holdings and Better Pathways.
- Throughout the year the college continued to review opportunities for delivery to upskill or prepare adults for entry into the workplace, responding swiftly to the growing needs of priority areas to upskill the unemployed and meet the predicted demand. The business planning process enables flexibility of provision particularly to meet the changing economic landscape. As an example, taking a readymade and proven model (Sigma Finance) and make necessary changes to the content and delivery methods to match the needs of another organisation (Birmingham City Council and Firstsource). Another example is the responsiveness to a request from the Office of the Public Guardian (OPG) who approached the college requesting support to find alternative provision to the accredited cleaning courses. Within three days the college had a recruited a group of students ready to be interviewed to meet the needs of the employer and providing employment for the students.
- Several virtual learning courses have been designed, in conjunction with employers to prepare students for the post pandemic world of working that encompasses on-line interviews. Units of study have been chosen to support the development of positive skills, knowledge and behaviours associated with improved attitudes to work and self-development opportunities leading to successful progression into employment (customer service and call centre roles) with organisations such as Birmingham City Council and Sigma Finance. Furthermore, some Access to HE provision have been developed as hybrid and blended models to support attendance and achievement. In Business and Health and Social Care this was highly successful resulting in improved achievement rates of 81% and 79% respectively.
- Teachers and assessors use their expertise to develop engaging activities that support learning which leads to effective student engagement and progress. The majority of teachers and assessors sequence the curriculum logically and develop key concepts enabling adults to acquire the relevant knowledge, skills and behaviours to succeed. Adult achievement out turned at 80.2%, which is an increase when compared to the previous year (78.4%).
- Assessment is used well to address gaps in knowledge for the majority of adult provision and feedback is useful, precise and helps students to improve. During an Ascentis Centre Visit, students on the Access to HE programme were very complimentary about the level of feedback given to them on assignment work, stating it helped them to improve the standard of their submissions. The majority of students achieving their Access to HE programme (78.5%, +3.1pp above the previous year) progressed to a positive destination with 86% going on to university and 5% securing employment in a related area.
- Significant improvements have been achieved within the online pre-employment provision where additional assessments have been implemented taking into account starting points and in-year progress together with the use of metacognitive and research informed practices to enable adults to acquire the relevant knowledge and skills and equip them for employment. Student feedback from these programmes is strong, relating to both learning outcomes and sector specific knowledge, skills and behaviours, clearly demonstrating student progress with strong progression into employment.
- Adults benefit from highly effective in-class support which is embedded into the majority of programmes. In addition, a number of support mechanisms are provided outside the classroom environment, including the Study Support Centres.

- Further review the ESOL curriculum intent, offer and design to meet the needs of students and the region to support adults into employment and further learning.
- Improve the consistency in planning, learning and assessment across the ESOL provision, clearly establishing starting points and monitoring progress to aid achievement and progression to positive destinations.
- Improve the consistency and quality in CPD and communication within the ESOL team.
- Monitor and review the changes to the curriculum design to ensure students on pre-employment programmes make progress relevant to starting points.
- Further enhance the curriculum to ensure it supports the acquisition of students' knowledge and skills beyond their qualification.

Quality of Education for Apprenticeships

Context and Key Judgements

BMet had 802 apprentices on programme during the year, including some partially subcontracted provision, of these 300 were due to complete in 2021-22, of which the vast majority are undertaking Standards. The current achievement rate is 65.3% (excluding those apprentices transferred due to the Stourbridge divestment) and is an increase of 10.1pp when compared to the previous year. The pass rate is similar to last year and this demonstrates that the majority of those apprentices retained achieve. Those apprenticeships that have not performed at the level of expectation (<51%) include: Accountancy (12 leavers), Carpentry and Joinery (4 leavers), Construction building (21 leavers), Children and Young People's workforce and Early Years (3 leavers), Cleaning and Environmental (1 leaver), Customer Service (7 leavers), Dental Nursing (19 leavers), Engineering Manufacturing and Operative (21 leavers), Installation and Maintenance Electrician (7 leavers), IT Software (5 leavers), Operations or Department manager (2 leavers), Paralegal (6 leavers), Plumbing and Heating (2 leavers), Property Maintenance (7 leavers, although this was the result of a college decision associated with the health and safety of the apprentices) and Rail Engineering (3 leavers). Many of the programmes that did not achieve to the expectations of the college span more than 18 months, and a number of apprentices have been impacted by the pandemic with some being made redundant, working within priority sectors and facing delays to EPAs. This process has been carefully managed and where possible teams have worked closely with employers and apprentices to mitigate the impact where possible. Additionally, there are a number of standards and frameworks that have excellent achievement rates of 100%: Content Creator (3 leavers), Electrical, Electronic Product Service and Installation (7 leavers), Electrotechnical (1 leaver), HR Consultant (1 leaver), IOP (1 leaver), Manufacturing Engineer and Product Design and Development Engineer (degree) (7 leavers), Team Leader/Supervisor (5 leavers) and the Gas Industry (1 leaver).

The majority of apprentices recruited to programmes are White British or Other White, with 26% from minority ethnic background. Of these the college has recruited more apprentices of Pakistani and Indian backgrounds (12% and 5% respectively). Generally, apprentices from minority ethnic background perform less well than those who are White British.

Each college is responsible for their apprenticeship delivery with approximately 69% of the volume delivered at James Watt, 20% at Matthew Boulton and 11% at Sutton Coldfield. The Business Development Team play a fundamental role in working with external stakeholders

and employers to ensure the college's apprenticeship provision is aligned to the local and regional needs, recognising how each apprenticeship will benefit each business. The on-boarding process provides a high-quality experience with enhanced checks prior to sign up and clarity around roles and responsibilities to ensure clear expectations are established and our customers are retained. The Business Development Team and Curriculum work well together to provide quality apprenticeships.

The college works with a range of SMEs and large national and multi-national employers including: Alstom, Bakkavor, Baxi, BNP Paribas Personal Finance, BMW, Britvic, Currys, CBRE, Danish Crown, DPD, Hydraforce, Midland Metro, Moy Park, NHS, Pladis, Siemens, 2 Sisters, West Midlands Trains, and 3M, amongst others. Additionally, several senior leaders are members of regional community and business boards such as the Greater Birmingham Chamber of Commerce Council and the GBSLEP Modern Services Board, which play a crucial role in business planning for the future.

The college takes an active role in raising the profile of apprenticeships for example through hosting apprenticeship seminars with the Greater Birmingham Chamber of Commerce members and other business organisations such as the West Midlands Women's Voice, supporting and sponsoring the Greater Birmingham Apprenticeship Awards and the BAME Apprenticeship Awards annually, and are a member of the BAME Apprenticeship Network.

Apprentices are provided with a Safeguarding card to ensure they know who to contact if they have any concerns and complete core induction modules focussing on Safeguarding, Prevent, British Values, Health and Safety and Diversity and Inclusion. Assessors regularly seek clarification of apprentices' understanding of these topics and how they affect them in their day to day lives.

Strengths

Apprenticeships are judged to be Good:
- The management is strong across the provision and have a very focused approach to achieving their strategic goals. A clear understanding of employer and apprenticeship needs exist enabling consistent and timely interaction between the management, the delivery teams and the employer to ensure apprentices successfully achieve their apprenticeship (recognised by Ofsted, 2021). Teams work closely with the EPAO (End Point Assessment Organisations) to ensure all required documents are presented in a timely fashion for gateway and all apprentice work is auditable and ready for the required elements. This has resulted in a number of successes with EPA, strong pass rates of 93.2% across the provision and high predicted retention rates, which should result in achievement rates continuing to improve.
- Strong working relationships exist between the Business Development team and curriculum to ensure provision meets the needs of employers and recruitment and IAG and induction processes are effective, ensuring that vacancies are filled with the right applicant on the right programme with the right employer. Communication between the teams continues to improve with regular attendance to the Curriculum Director meetings as well as attendance to a number of other meetings to ensure that teams are responsive to the changing needs of employers.
- Purposeful relationships exist with international, national and SMEs in a variety of sectors which have been strategically nurtured and developed over time. These working relationships provide the opportunity to discuss and agree the pathways and delivery models ensuring the structure and sequencing of the programme meets the

needs of the organisation. The emphasis on Tripartite Reviews continues with regular monitoring and training to help ensure that the employer knows how their apprentice is progressing and allows for mutual discussion of future actions. Employer feedback is generally very positive across the provision and in fact the college's employer engagement activity was recognised at the Greater Birmingham Chamber of Commerce Awards in 2022 where the college was a finalist and again at the Greater Birmingham Apprentice of the Year Awards where we are a finalist.

- The provision benefits from knowledgeable, highly skilled and well-versed staff delivering each programme meeting both employer and apprentice needs to a high standard. The majority of staff have worked in industry and are supported to continue their development and industry updating to ensure they are current. In addition, the strong links to the workplace allows the continual informal updating of staff through regular employer interaction. Workshops are well equipped with up-to-date technologies to ensure that the apprentices are developing relevant skills, which enables most apprentices to successfully transfer the skills they develop into the workplace, which is highly valued by employers (Ofsted, 2021) and also supported in the responses from the apprentice survey with 95% of apprentices agreeing and strongly agreeing they are developing their skills and knowledge.

- Teaching, learning and assessment is good, sessions are well planned, and teachers and trainer assessors implement a range of exciting teaching and assessment strategies that stretch and challenge the apprentices helping them to make positive progress. This leads to apprentices developing good vocational skills matched well to their level and technical ability. Lecturers, assessors and employers work together to plan skills developments and identify skills gaps. Regular review and planning sessions allow for personalised learning ensuring that all apprentices achieve their full potential. A wonderful example of the college's impact on both apprentices and employers was the recognition of one of our apprentices, who works for HydraForce, was crowned Engineering Apprentice of the Year and also won the accolade of 'Greater Birmingham Apprentice of the Year' at the Greater Birmingham Apprenticeship Awards. The college also had another finalist in the Business and Professional Services category, who works for BNP Paribas Personal Finance. Furthermore, one of the college's Games Design students qualified for the semi-final of the Worldskills 3D Game Art competition, demonstrating the high calibre of our students.

- The behaviour and attitudes of apprentices within the college and the workplace is excellent.

- The college has a number of strong employer partnerships across our sectors of specialism, but some recent highlights include BMW and the Food and Drink Academy. Following a highly competitive tender process, BMet has successfully been re-appointed as training provider to BMW where we deliver a highly successful provision onsite at BMW. Furthermore, the college has focussed on developing its provision in the Food and Drink Manufacturing sector due to the identified skills needs and significant importance to this sector on the national economy. This has been achieved through working closely with the National Skills Academy for Food and Drink (NSAFD) to provide tailored programmes to a number of major organisations including Pilgrims Choice (formerly Tulip Foods), Pladis (United biscuits), Danish Crown, 2 Sisters Food Group, Allied Bakeries, and more recently, Britvic Bakavour, Moy Park and Syntegon.

- Leaders have a clear and joint vision for providing high-quality, inclusive education and training to all apprentices at the BMW training School in Oxford. This is

supported through multiple levels of governance throughout. Regular weekly, monthly and termly meetings are held between the two organisations to track progress of apprentices and ensure clarity of communication. Apprentices from BMW continue to be highly successful in achieving their apprenticeship and this is supported further by the recognition of one of the Technical Training Assessors at BMW receiving the Training Provider Individual Award at the Oxfordshire Apprenticeship Awards 2022.

Areas for Improvement/Enhancements
- Further improve the consistency in the apprenticeship learning journey across all provision to ensure curriculum implementation focuses on knowledge, skills and behaviours to thoroughly prepare apprentices for EPA.
- Formal progress Review meetings to incorporate discussions around future aspirations with apprentices and signpost to support services, including the Association of Apprentices, as appropriate.
- Fully establish the changes (apprentice led) to the formal Progress Review meetings to help equip apprentices with the skills of independent learning and reflection.
- Fully establish Cognassist to support those apprentices that require additional support.

Quality of Education for Students with High Needs
Context and Key Judgements
In 2021-22, 166 students studying at BMet college had Educational Health Care Plans (EHCP) of which 88 students were in receipt of high needs funding. Of these 124 were 16-18-year olds with an EHCP and 73 were applicable for high needs funding. All students with an EHCP or high needs funding attend mainstream provision, although a number attend foundation learning programmes at all three colleges.

During 2021-22 the college worked closely with a number of external consultants and the Centre for Excellence for SEND and visited several colleges with good and outstanding practice to help develop this provision further. A number of changes have been implemented during the second and third term in response to the recommendations from the Ofsted Inspection. The Inclusion team has been redesigned and roles realigned to help meet the areas key objectives and actions have been implemented to enhance the transition and enrolment process, target setting and progress monitoring and the consistency in student experience, which has been underpinned by a comprehensive professional development programme. These changes will have a fundamental impact on the provision for these students, however many of the changes will not affect students until the new academic year. Additionally, leaders have been successful in securing further funds for students with High Needs for 2022-23 from Birmingham City Council.

Strengths
Provision for Students with High Needs is judged to be Requires Improvement:
- Leaders and managers were quick to respond to the Ofsted recommendations, implementing a comprehensive plan to effectively secure sustainable improvements across the college and initiate a cultural change that inclusive learning is everyone's responsibility.
- A number of highly effective strategies have been implemented to ensure continued improvements within this provision. An enhanced interview process involving key

staff and discrete enrolment has provided students with a quality experience prior to starting at the college. However further work will continue to embed this fully into all provision relating to Inclusive Support.

- Cross college communication has increased ensuring expectations are clear with all curriculum management teams. The monthly Department Manager meetings solely focusing on supporting students with EHCPs has aided clearer communication. Additionally, the Director of Inclusive Support has attended all TRBs to ensure that the progress of all EHCP and high needs students is monitored closely with early intervention strategies implemented to support the students to succeed.

- The curriculum design of Foundation Learning programmes is now much more consistent across the college. Department Managers are working collaboratively and have sought advice from an external consultant. They have presented their curriculum plans for next year and beyond. Phase one includes extending the employability session to 1.5hours; working with Envision to deliver a Community apprenticeship; all students completing a reflective journal; delivery of a Citizenship class and an Access to College for those young people who are NEET.

- Leaders and managers have developed a range of well-designed opportunities for students with High Needs and EHCPs to study a wide range of subjects across the college, with the majority of students being taught within main vocational programmes. Of those students studying between Entry to Level 2, 86% returned to study in 2022-23 of which 71% returned to a higher level. A number of students secured university places.

- In the majority of sessions where inclusive support was provided for students, they progressed very well, achieving slightly better than their peers. The achievement rate for those students with High Needs and EHCPs is 82.1% and 83.2% respectively. Much work has been implemented to improve communication between the Inclusive Support team and curriculum staff and this has been evident within sessions where strategies have been put in place to plan, facilitate and evaluate learning collaboratively.

- Curriculum teams generally work closely with inclusive support staff and liaise with parents/guardians to support students. Their needs are assessed at the beginning of term, with effective strategies and reasonable adjustments put in place to support learning and develop their wider personal and employability skills, however further work is required in this area to ensure all students progress to their full potential both academically and personally.

- A number of highly successful work related, and work experience opportunities were provided to students with High Needs and EHCPs, including a student from Matthew Boulton who had their work displayed at Origins Creatives, a prestigious London arts exhibition in July and a number of students in Performing Arts who developed their confidence that much during the year that they were able to learn their scripts and produce a live performance to camera.

- Students benefit from helpful careers guidance from the college's specialist staff to guide them with their next steps. Within the main teaching and learning survey students with EHCPs and high needs were happy with the support they have received to help them prepare for their next steps.

- A comprehensive professional development programme aligned to the changes and enhancements, has been implemented for the Inclusive Support team to ensure their preparedness for the new academic year. Furthermore, a wide-ranging CPD programme has been planned and implemented to support the new Teaching and

Learning Strategy, which will fully support the progress of those students with EHCPs and High Needs as well as all other students.

- Positive working relationships continue to be secured with schools. The Director of Inclusive Support has delivered presentations at several local schools to year 10 and 11 students providing information about the support offered by the college. This has led to an increase in numbers of students with EHCPs in 2021-22 and a specialist school received delivery within the college for two groups of their students. The newly developed pen profile is now sent to feeder schools for completion to provide rich information for each student prior to interview. Those schools where stronger relationships exist have responded positively, which has helped to ensure a smooth transition into the college.

Areas for Improvement/Enhancement

- The transition process and enrolment to be enhanced further to support students with EHCPs and High Needs more effectively.
- Target setting and progress monitoring to become more robust.
- The Foundation Learning provision to offer a consistent experience for all students with EHCPs and High Needs and provide clear progression pathways to next steps.
- To effectively implement the comprehensive professional development programme for both curriculum and inclusive support staff to support improvements and monitor impact regularly throughout the year.

Behaviour and Attitudes

Context and Key Judgements

The previous 18 months had seen significant disruption to our students' everyday lives and learning experience with research demonstrating a widening of attainment gap since the start of the pandemic. Additionally, a substantial number of students struggled with online learning and the hardware to access lessons and a high proportion of our students from a minority ethnic background were further disadvantaged. Therefore, the start of the academic year provided the chance to re-engage our students with College life and enthuse them to embrace the opportunities provided knowing that the college is a safe and supportive environment. An emphasis was placed on finding out about each and every one of our students by assessing prior knowledge and attainment, current strengths and capabilities, barriers to being confident and motivated, disabilities and difficulties, personal ambitions and career goals and gaps in knowledge of the subjects being studied. Then use these outcomes to plan sessions and individual support that assists them to reach their full potential and progress to the next stage. This resulted in the standards of behaviour exhibited by students within the college environment generally being very good. The Ready, Respectful and Safe initiative is fully entrenched in the college culture and is continually reinforced by all staff within the college. Students generally demonstrated respect for both their peers and staff and behaviour in lessons and around the college was good.

The weekly High Priority report to curriculum teams continues to identify those students at most risk of non-achievement. The report, issued weekly, identifies key triggers for staff to focus attention on including the monitoring of attendance, progress, disciplinary action, behavioural issues, amongst others enabling earlier intervention strategies to be implemented. In addition, a pilot mentoring project was trialled for those students from minoritised ethnic groups that were at high risk of not succeeding in their programme of study. Plans are in place to extend this across the college in 2022-23.

Strengths

Behaviour and attitudes of students within the college is judged to be Good:

- The principles of Ready, Respectful and Safe are fully embedded within the college culture and all staff recognise their responsibility to model these principles and challenge behaviour in an appropriate way. This approach embodies all aspects of students' welfare and establishes high expectations for behaviour both at college and in the workplace and ensures that students clearly understand the expectations, and recognise how to keep themselves safe, stay healthy and develop high levels of mutual respect for others. During the inspection, Ofsted Inspectors recognised that the large majority of learners and apprentices work in a calm and orderly environment, have established good relationships with staff and with each other and that strong collaborative attitudes exist between learners. Additionally, within the main student survey 94% of students agreed or strongly agreed that classmates behave well and show respect to one another, and although this was slightly less than the previous year (-3pp) it should be noted that it took students longer to settle into college life due to the pandemic resulting in a number of strategies to support positive behaviours being implemented, including the college Vice Principals holding assemblies to reinforce expectations and the focus on trauma informed practices embedded within the newly named Positive Behaviour Policy.

- The vast majority of students and apprentices respond well to the high expectations established by staff who clearly communicate expected levels of behaviour with a focus on being professional at all times. Students and apprentices take pride in their work and apply themselves diligently throughout their learning activities, and generally develop mature and professional approaches to learning. Employer relationships continue to grow from strength to strength as a result of the professionalism demonstrated, and the high standards of work produced, by our students, examples include:
    - Business Studies, Graphic and Digital students from Matthew Boulton were provided with a unique opportunity to participate in a 'Business Hackathon' event at Mailbox headquartered software and services company, Advanced. The students joined members of Advanced's Leadership team to tackle real-life business challenges faced by both Advanced and their customers. Advanced commented that the 'students really stepped up to the challenge and showed great enthusiasm, creative thinking and courage presenting their ideas in front of a group of entrepreneurs and business people'.
    - Media students from James Watt undertook a prestigious placement working with the Media team from the Commonwealth Games and were involved with the pre-live set-ups and background editing and support, providing a tremendous experience for all involved.
    - A strong relationship continues with Panathlon with sports' students from Sutton Coldfield, emersed in the organisation of a variety of competitive sport events for the disabled.
    - The creative talents of three students from Sutton Coldfield and a student with an EHCP from Matthew Boulton had their work displayed at Origins Creatives, a prestigious London arts exhibition in July. Each of the students were able to choose their own area of passion and specialism to express themselves through art. All of their pieces caught the attention of UAL Awarding Body's curator from nearly 500 submissions.

- Leaders and managers continue to monitor attendance well, with a number of strategies implemented throughout the year, including close monitoring within one-to-one tutorials, parental intervention and disciplinary action. In particular, for GCSE maths and English, visits to discrete sessions by vocational teachers and vice versa; managers visiting maths and English sessions; and regular meetings between

relevant department managers to discuss attendance and progress have had a positive impact in some areas. Attendance for 16-18 out turned at 86% and adults 90%. However, attendance is still not meeting the college's expectations and therefore further work will continue to engage students with their learning to increase attendance and improve outcomes. Additionally, attendance to maths and English sessions still requires improvement with maths attendance showing some improvement at 81% (+4pp on previous year) and English at 86% (=). Therefore, attendance will continue to be a focus for improvement in 2022-23.

- A highly inclusive, respectful and positive culture across the college continues to be developed, where the principles of inclusivity are firmly embedded. Our student involvement in the Student Commission for Racial Justice and the Birmingham Race Impact Group (BRIG) Mini Summit provided students the opportunity to voice feelings and opinions with actions arising from their discussions being implemented; students were also fundamental to the success of the Equali-tea and talk sessions, led by Diversity and Inclusion Ambassadors and BAME Network members, has helped us to listen to what matters most and implement actions as a result. All these initiatives have had a positive impact on students feeling valued, listened to and feel they belong. Creating an inclusive environment ensures that the college retains its students, and they succeed. Retention out turned at 90%, with 87% of 16-18-year olds retained and 92% of adults retained. Although this is a slight decrease on the previous year there were a number of external and internal contributing factors that leaders and managers are cognisant of and strategies will be implemented to ensure retention improves next year.

- There is a strong emphasis from staff for students and apprentices to arrive on time ready for learning. Punctuality is generally good at 97% and is evident during visits to classroom and online sessions where it is seen that teachers and assessors place an emphasis on arriving on time.

- A strong focus on safeguarding during induction and throughout the year ensures that students feel safe and know how to keep each other safe within the college and that they know who to contact regarding safeguarding and personal concerns. The TLA survey identified that 95% of respondents agreed or strongly agreed with the statement 'I feel safe at college', which was slight decrease on the previous year (-2pp), which management teams have followed up on with student groups and actions implemented as a result. 100% agreed or strongly agreed with the statement 'I know how to stay safe online' and 95% agreed or strongly agreed with 'I know how to raise a concern if I am worried about something'.

Areas for Improvement/Enhancement

- Continue to monitor attendance, including that of maths and English, and target those curriculum areas where attendance falls below the college target and implement relevant strategies to re-engage students.

Personal Development

Context and Key Judgements

The college prides itself on the strength of relationships with a diverse range of employers, local, regional and national, and strategic partners, which enables the college to provide an abundance of opportunities to extend students' knowledge, skills and behaviours beyond the qualification. Through exposure to a breadth of experiences within curriculum delivery, cross college enrichment activities and extra-curricular activity, students make good progress in developing their personal and professional skills, thus contributing to the enhancement of

their character. A newly devised rich tutorial programme ensures students' awareness is developed through activity linked to British Values, health and wellbeing and careers.

The college's strong and effective relationships with employers, universities and public-sector organisations to successfully support the career pathways and enhance the student experience through a variety of activities including: live briefs and projects, competitions, guest speakers, organisational visits and work placements. In addition, the college holds a small number of Employer Boards, which are industry specific enabling opportunities for employers to work with curriculum departments to help plan for new curriculum and skills, support students to develop essential skills to work in that industry and to work with the college to ensure the skillset of our students is best placed to enable progression to meaningful employment. This is an area that the college is extending with several new boards being established in the new academic year in areas of growth, including health and science and Digital and Technology.

The college's careers service is run by highly qualified and award winning advisers who have achieved the Matrix quality standard for their impartial careers advice services and hold the national Quality in Careers standard (QiCS) quality Gold award. The Careers team play an active role in supporting students by providing a high quality, impartial careers service delivering information, advice and guidance with integrity, ensuring all students are on the right course and preparing them to progress into sustainable education, training and employment to realise their ambitions. The careers team play an active role in supporting the implementation of careers through the tutorial programme led by the newly appointed Tutorial Manager. Several careers' tools are available to students, including the new version of Kudos and Career Coach which provide the opportunity for students to independently extend their knowledge of future opportunities and plan their next steps.

Strengths

Personal Development of students within the college is judged to be Good:
- Leaders and managers have carefully designed the curriculum, supported by an extensive range of resource, to support the development of broader knowledge and skills and therefore students, including those with EHCPs, understand how to keep themselves safe, including the associated risks whilst online, make healthy lifestyle choices and look after their wellbeing both mentally and physically. In addition to the comprehensive tutorial programme an extensive enrichment programme celebrates diversity and increases awareness and understanding of a range of subjects including: Black History; the Holocaust; Keeping Safe in the Community in conjunction with the Police School Liaison; Student Commission for Racial Justice; the Birmingham Race Impact Group (BRIG) Mini Summit; Youth Social Action; Reading Ahead; the National Citizenship Service and the Aimhigher programme.
- A comprehensive programme to prepare all students for the workplace is delivered prior to interactions with employers and other organisations. The 'Work Ready' programme consists of activities to develop softer skills and attitudes as well as job search, CV writing, guest speakers from industry, career talks etc. 94% of students have undertaken a range of activities during the year to prepare them for work experience and their next steps.
- A resourceful approach to work experience resulted in a range of high quality interactions with employers. These activities were purposeful and well planned to provide as many students as possible the opportunity to develop real skills, whilst working with employers. Students were also encouraged to apply for work

experience opportunities, where possible. This allowed students the opportunity to engage with local and national employers including Advanced, Alder Hey Children's Hospital, Amazon Web Services, Barclays, BILAL Law Group, Birmingham Tech, BMW, BNP Paribas, Commonwealth Games, Cr8 Architectural Limited, Deloitte, Fujitsu, Lloyds Banking Group, Mobile Fun, NHS and Penathlon to name a few. As part of this activity students won several accolades and competitions, including those with Barclays (designing a wall for Barclays' city centre hub), Royal Sutton Town Council (designing and producing a sculpture for 'Sutton in Bloom') and Amazon Web Services (AWS), where students from Matthew Boulton excelled during the Digital Project, winning all but one of the categories. The students demonstrated resilience, positive attitude and their work 'blew the judges away'. Additionally, students had their work displayed in a prestigious art gallery in London and on hoardings around Birmingham as part of the Commonwealth Games promotion of sustainability and recycling, again to name a few.

- Over 145 employers have actively engaged with the college during the year to support the development of the students' employment skills, knowledge and behaviours resulting in 73% of full-time study programme students achieving the targeted hours for activity through live briefs and project work, as well as work placements. This success is attributed to the excellent working relationships that both the External Development team and the curriculum teams have forged with local and national employers. The success of these relationships relies on the collection of feedback, which has been very positive in the main. Many employers have provided feedback directly to students and some students have been given further opportunities, including job offers from the employer as a result: some students studying Early Years, Digital, Accounts and Business obtained jobs and apprenticeships as a result of their involvement with employers.

- Students have a clear sense of direction for their career goals from the start of their programme and understand how the college facilitates them to achieve this. This is clearly articulated by students in walkthroughs and Learning Walks and within the student survey where 92% of students strongly agreed or agreed that the college helped them to think about next steps.

- A high quality and impartial careers service deliver information advice and guidance with integrity ensuring students are on the right pathway. Staff prepare students to progress into sustainable education, training and employment to realise their career ambitions through the delivery of the career pathway plan, embedded within the main delivery for all levels. To support this delivery three online platforms are used by students: Kudos, START and Career Coach. In addition, 87 careers group work sessions were delivered for 1,426 students and 3,278 students received one to one vocational guidance from the professionally qualified careers team.

- A well established and comprehensive support package is provided for students who aspire to gain a place at university. This resulted in 1,025 UCAS applications submitted. Of these 797 accepted places (78%) of which 601 accepted their first choice. Of the total number of students who accepted places 45 students accepted higher tariff universities, 151 students accepted Medium tariff universities and 601 students accepted Lower tariff universities.

- A comprehensive Sport and Physical Activity offer has been established for students with physical and behavioural disabilities, students with EHCPs and for those showing symptoms of poor health and well-being. BMet is one of a small number of AoC Sport Inclusion Hubs who focus and promote Sport and Physical Activity as an enrichment offer for students. As part of this our staff and students lead on providing

opportunities for other students across the colleges, including: Boccia Academy led by Sports Leaders and Volunteers who gain the 'work real' qualifications in Term one and then lead activities/sessions which in turn lead to competitive opportunities (BMET play in a Boccia League as well as the AoC West Midlands Regional Championships); Sports Leaders and Volunteers run an internal 'Activity Academy' where students can play a range of sports including New Age Kurling, Table Cricket, Badminton and Table Tennis; provision of a bespoke Ability Counts Football pathway (sub-contracted with The Albion Foundation - WBA FC) which provides training and competitive matches throughout the football season; and a link with the Sutton Coldfield Community Games, which is a local small business who provide various sports and also 'work real' activities for students who need work experience. Sutton Coldfield College host the Accessible Games which provides participation and information for local people who want to try out disability sports.

Areas for Improvement/Enhancement

- Curriculum to implement opportunities for all students to heighten awareness of British Values and Prevent beyond the induction to establish high expectations.
- Introduce opportunities to build and check understanding throughout the programme, of adults and apprentices' awareness of risks and how to stay safe.
- Identify and provide volunteering opportunities for students including relevant adult provision.
- Build upon the success of the 'Work Real' activity and ensure early planning of work placements to maximise opportunities for students to undertake actual work experience where possible.

Summary of Key Performance Data

Please note the GFE rates are for 2018-19

All Ages Achievement

Age	All Ages				
	Starts	Ach %	Ret %	Pass %	GFE %
18/19	24,576	83.5%	92.9%	89.9%	86.7%
19/20	17,205	77.4%	92.0%	84.1%	86.7%
20/21	14,480	83.0%	92.8%	89.5%	86.7%
21/22	17,582	80.3%	90.3%	88.9%	86.7%

16-18 Achievement

Age	16-18				
	Starts	Ach %	Ret %	Pass %	GFE %
18/19	11,824	83.9%	92.3%	90.8%	83.4%
19/20	8,769	83.8%	91.0%	92.1%	83.4%
20/21	8,366	86.4%	92.5%	93.4%	83.4%
21/22	8,055	80.4%	88.6%	90.7%	83.4%

Adult Achievement

Age	19+

	Starts	Ach %	Ret %	Pass %	GFE %
18/19	12,752	83.2%	93.5%	89.0%	89.9%
19/20	8,436	70.7%	93.0%	76.0%	89.9%
20/21	6,114	78.4%	93.1%	84.2%	89.9%
21/22	9,527	80.2%	91.7%	87.5%	89.9%

Achievement by Level

Level		E & 1					2				
		Starts	Ach %	Ret %	Pass %	GFE %	Starts	Ach %	Ret %	Pass %	GFE %
18/19	All	9,894	84.6%	93.0%	90.9%	88.6%	9,446	82.7%	93.1%	88.8%	85.4%
	16-18	1,940	82.0%	91.1%	90.0%	82.3%	5,673	83.3%	92.0%	90.5%	82.8%
	19+	7,954	85.2%	93.5%	91.1%	92.0%	3,773	81.7%	94.8%	86.2%	88.1%
19/20	All	6,138	73.9%	92.8%	79.6%	88.6%	7,324	79.4%	92.1%	86.2%	85.4%
	16-18	1,472	71.8%	88.4%	81.2%	82.3%	4,511	86.3%	91.4%	94.4%	82.8%
	19+	4,666	74.6%	94.3%	79.2%	92.0%	2,813	68.4%	93.1%	73.5%	88.1%
20/21	All	4,344	80.8%	94.3%	85.6%	88.6%	5,463	83.7%	94.1%	89.0%	85.4%
	16-18	1,105	84.0%	94.2%	89.1%	82.3%	3,588	87.4%	94.4%	92.6%	82.8%
	19+	3,239	79.7%	94.4%	84.4%	92.0%	1,875	76.5%	93.4%	82.0%	88.1%
21/22	All	5,986	80.9%	92.2%	87.8%	88.6%	6,307	79.4%	89.6%	88.6%	85.4%
	16-18	1,338	86.4%	92.0%	93.9%	82.3%	3,424	80.3%	88.5%	90.7%	82.8%
	19+	4,648	79.3%	92.3%	86.0%	92.0%	2,883	78.4%	90.9%	86.2%	88.1%

Level		3					4+				
		Starts	Ach %	Ret %	Pass %	GFE %	Starts	Ach %	Ret %	Pass %	GFE %
18/19	All	5,207	83.3%	92.6%	90.0%	84.8%	29	34.5%	58.6%	58.8%	71.2%
	16-18	4,205	85.6%	93.4%	91.6%	85.5%	6	0.0%	66.7%	0.0%	79.8%
	19+	1,002	74.0%	89.3%	82.8%	80.9%	23	43.5%	56.5%	76.9%	69.7%
19/20	All	3,712	79.2%	90.6%	87.4%	84.8%	31	48.4%	71.0%	68.2%	71.2%
	16-18	2,778	86.3%	91.8%	94.0%	85.5%	8	37.5%	62.5%	60.0%	79.8%
	19+	934	58.0%	86.9%	84.5%	80.9%	23	52.2%	73.9%	70.6%	69.7%
20/21	All	4,310	84.0%	89.4%	94.0%	84.8%	21	57.1%	81.0%	70.6%	71.2%
	16-18	3,667	86.2%	90.2%	95.6%	85.5%	6	66.7%	66.7%	100.0%	79.8%
	19+	643	71.7%	84.8%	84.6%	80.9%	15	53.3%	86.7%	61.5%	69.7%
21/22	All	4,077	78.0%	87.3%	89.4%	84.8%	35	51.4%	94.3%	54.5%	71.2%
	16-18	3,284	78.0%	87.4%	89.3%	85.5%	9	88.9%	100.0%	88.9%	79.8%
	19+	793	77.9%	86.9%	89.7%	80.9%	26	38.5%	92.3%	41.7%	69.7%

Achievement by Gender

Sex		18/19		19/20		20/21				21/22				
		Starts	Ach %	Starts	Ach %	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	GFE %
Female	All	12,454	83.8%	8,920	79.7%	7,702	83.5%	93.2%	89.7%	9,261	81.1%	90.8%	89.4%	87.2%
	16-18	5,509	85.1%	4,180	87.3%	4,003	88.5%	92.9%	95.3%	3,885	81.9%	89.1%	91.9%	88.5%
	19+	6,945	82.7%	4,740	72.9%	3,699	78.2%	93.5%	83.6%	5,376	80.6%	92.0%	87.6%	78.2%
Male	All	12,122	83.8%	8,285	74.9%	6,778	82.4%	92.3%	89.3%	8,321	79.4%	89.8%	88.4%	82.4%
	16-18	6,315	82.8%	4,589	80.7%	4,363	84.5%	92.2%	91.6%	4,170	78.9%	88.2%	89.5%	84.5%
	19+	5,807	83.8%	3,696	67.7%	2,415	78.8%	92.6%	85.0%	4,151	79.8%	91.4%	87.3%	78.8%

October 2022

Achievement by Ethnicity

Ethnicity		18/19		19/20		20/21				21/22				
		Starts	Ach %	Starts	Ach %	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	GFE %
African	All	2,360	81.3%	2,095	76.3%	1,673	80.7%	94.6%	85.3%	2,330	81.2%	93.3%	87.0%	86.8%
	16-18	700	88.1%	750	85.3%	681	90.5%	95.3%	94.9%	807	86.4%	93.2%	92.7%	85.4%
	19+	1,660	78.4%	1,345	71.3%	992	74.0%	94.2%	78.6%	1,523	78.5%	93.4%	84.0%	87.5%
Arab	All	665	84.1%	746	78.2%	689	85.8%	96.1%	89.3%	925	81.0%	94.1%	86.1%	88.2%
	16-18	194	82.5%	230	82.6%	248	89.5%	96.4%	92.9%	229	87.3%	93.4%	93.5%	83.3%
	19+	471	84.7%	516	76.2%	441	83.7%	95.9%	87.2%	696	78.9%	94.3%	83.7%	89.9%
Bangladeshi	All	842	86.6%	728	75.7%	645	85.6%	94.3%	90.8%	758	81.4%	90.5%	89.9%	89.3%
	16-18	505	87.1%	469	80.4%	476	89.5%	95.8%	93.4%	445	82.5%	91.0%	90.6%	84.9%
	19+	337	85.8%	259	67.2%	169	74.6%	89.9%	82.9%	313	79.9%	89.8%	89.0%	91.6%
Caribbean	All	1,544	84.0%	1,186	77.4%	930	83.2%	92.2%	90.3%	1,203	79.6%	88.9%	89.4%	83.8%
	16-18	734	85.6%	628	85.7%	623	87.3%	92.0%	94.9%	559	77.3%	87.1%	88.7%	79.1%
	19+	810	82.6%	558	68.1%	307	74.9%	92.5%	81.0%	644	81.5%	90.5%	90.1%	87.7%
Chinese	All	79	89.9%	65	75.4%	45	82.2%	84.4%	97.4%	83	90.4%	96.4%	93.8%	90.1%
	16-18	14	100.0%	14	92.9%	19	73.7%	73.7%	100.0%	19	94.7%	100.0%	94.7%	89.3%
	19+	65	87.7%	51	70.6%	26	88.5%	92.3%	95.8%	64	89.1%	95.3%	93.4%	90.4%
Gypsy/Irish Traveller	All	14	78.6%	17	64.7%	6	83.3%	100.0%	83.3%	4	75.0%	100.0%	75.0%	77.2%
	16-18	11	72.7%	10	50.0%	3	100.0%	100.0%	100.0%	3	66.7%	100.0%	66.7%	70.6%
	19+	3	100.0%	7	85.7%	3	66.7%	100.0%	66.7%	1	100.0%	100.0%	100.0%	91.3%
Indian	All	757	86.8%	571	78.1%	488	81.6%	91.4%	89.2%	475	80.4%	90.7%	88.6%	88.8%
	16-18	362	90.3%	251	84.9%	237	85.7%	90.3%	94.9%	229	83.4%	90.4%	92.3%	87.0%
	19+	395	83.5%	320	72.8%	251	77.7%	92.4%	84.1%	246	77.6%	91.1%	85.3%	90.3%
Irish	All	95	78.9%	57	71.9%	51	82.4%	96.1%	85.7%	63	68.3%	79.4%	86.0%	86.1%
	16-18	36	75.0%	21	90.5%	35	82.9%	97.1%	85.3%	33	72.7%	90.9%	80.0%	79.2%
	19+	59	81.4%	36	61.1%	16	81.3%	93.8%	86.7%	30	63.3%	66.7%	95.0%	90.8%
Not Provided	All	178	77.5%	166	81.3%	235	85.5%	95.3%	89.7%	272	79.8%	90.1%	88.6%	87.3%
	16-18	90	83.3%	68	89.7%	130	87.7%	96.9%	90.5%	104	78.8%	86.5%	91.1%	82.3%
	19+	88	71.6%	98	75.5%	105	82.9%	93.3%	88.8%	168	80.4%	92.3%	87.1%	90.9%
Other	All	888	82.5%	987	76.6%	793	82.7%	93.3%	88.6%	1,086	80.1%	92.3%	86.8%	87.4%
	16-18	254	87.4%	315	85.7%	280	85.7%	92.1%	93.0%	286	85.3%	89.9%	94.9%	83.7%
	19+	634	80.6%	672	72.3%	513	81.1%	94.0%	86.3%	800	78.3%	93.1%	84.0%	89.2%
Other Asian	All	781	82.1%	653	75.7%	551	84.2%	94.4%	89.2%	773	80.7%	91.6%	88.1%	87.3%
	16-18	231	86.1%	208	76.0%	169	84.0%	89.9%	93.4%	205	84.9%	89.8%	84.6%	85.4%
	19+	550	80.4%	445	75.5%	382	84.3%	96.3%	87.5%	568	79.2%	92.3%	85.9%	88.2%
Other Black	All	678	82.2%	557	75.6%	440	78.0%	93.2%	83.7%	621	77.9%	92.1%	84.6%	85.1%
	16-18	177	88.7%	208	83.2%	182	87.4%	93.4%	93.5%	215	84.6%	92.5%	91.4%	81.9%
	19+	501	79.8%	349	71.1%	258	71.3%	93.0%	76.7%	407	74.4%	91.9%	81.0%	87.7%
Other Mixed	All	290	81.4%	240	70.4%	211	79.6%	88.2%	90.3%	257	73.5%	85.2%	86.3%	84.7%
	16-18	152	82.9%	136	69.9%	144	77.8%	85.4%	91.1%	157	73.2%	84.7%	86.5%	81.1%
	19+	138	79.7%	104	71.2%	67	83.6%	94.0%	88.9%	100	74.0%	86.0%	86.0%	88.5%
Other White	All	1,158	84.5%	880	79.2%	728	85.6%	94.2%	90.8%	801	81.6%	90.4%	90.3%	88.2%
	16-18	370	88.6%	308	87.0%	280	90.0%	93.6%	96.2%	266	80.8%	86.5%	93.5%	84.3%
	19+	788	82.6%	572	75.0%	448	82.8%	94.6%	87.5%	535	82.1%	92.3%	88.9%	90.1%
Pakistani	All	3,363	83.3%	2,869	79.1%	2,321	85.7%	93.3%	91.8%	2,707	81.6%	90.2%	90.5%	86.7%
	16-18	2,179	84.6%	2,024	84.0%	1,820	87.9%	93.6%	93.9%	1,748	80.3%	88.8%	90.4%	84.5%
	19+	1,184	81.0%	845	67.1%	501	77.6%	92.2%	84.2%	959	83.9%	92.6%	90.7%	89.1%
White British	All	9,559	84.3%	4,383	77.8%	3,857	81.8%	90.7%	90.2%	4,293	80.8%	88.7%	91.0%	86.5%
	16-18	5,104	81.6%	2,565	84.6%	2,527	84.2%	90.7%	92.8%	2,278	79.0%	87.6%	90.2%	83.4%
	19+	4,455	87.4%	1,818	68.1%	1,330	77.4%	90.7%	85.3%	2,015	82.8%	90.1%	92.0%	90.6%
White/Asian	All	306	80.1%	268	82.1%	269	84.8%	93.7%	90.5%	267	76.8%	88.0%	87.2%	84.9%
	16-18	171	81.9%	148	87.2%	156	84.0%	92.3%	91.0%	131	76.3%	85.5%	89.3%	82.2%
	19+	135	77.8%	120	75.8%	113	85.8%	95.6%	89.8%	136	77.2%	90.4%	85.4%	87.9%
White/Black African	All	236	81.4%	186	80.6%	115	85.2%	93.9%	90.7%	168	78.6%	90.5%	86.8%	84.1%
	16-18	62	90.3%	80	83.8%	49	87.8%	93.9%	93.5%	58	84.5%	96.6%	87.5%	80.5%
	19+	174	78.2%	106	78.3%	66	83.3%	93.9%	88.7%	110	75.5%	87.3%	86.5%	87.5%
White/Black Caribbean	All	783	79.2%	551	71.7%	433	80.4%	91.5%	87.9%	496	69.8%	81.5%	85.6%	81.7%
	16-18	478	79.7%	336	78.3%	307	82.4%	91.9%	89.7%	284	63.7%	75.7%	84.2%	78.2%
	19+	305	78.4%	215	61.4%	126	75.4%	90.5%	83.3%	212	77.8%	89.2%	87.3%	87.1%

Achievement by Disability and Learning Difficulty

LLDD		18/19		19/20		20/21				21/22				
		Starts	Ach %	Starts	Ach %	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	GFE %
LLD Yes	All	3,890	82.6%	2,372	82.6%	1,812	81.7%	92.1%	88.7%	2,188	79.6%	89.3%	89.1%	84.7%
	16-18	1,718	81.5%	1,183	81.5%	1,117	85.3%	92.3%	92.4%	1,136	80.7%	88.1%	91.6%	82.0%
	19+	2,172	83.6%	1,189	83.6%	695	75.8%	91.7%	82.7%	1,052	78.3%	90.5%	86.6%	88.5%
LLD No	All	20,620	83.7%	14,748	83.7%	12,610	83.2%	92.9%	89.6%	15,333	80.4%	90.5%	88.9%	87.4%
	16-18	10,103	84.3%	7,564	84.3%	7,211	86.5%	92.5%	93.6%	6,907	80.4%	88.7%	90.6%	84.1%
	19+	10,517	83.1%	7,184	83.1%	5,399	78.8%	93.4%	84.4%	8,426	80.4%	91.9%	87.5%	90.3%
LLD Unknown	All	66	90.9%	85	90.9%	58	81.0%	94.8%	85.5%	61	85.2%	90.2%	94.5%	85.2%
	16-18	3	100.0%	22	100.0%	38	92.1%	100.0%	92.1%	12	66.7%	83.3%	80.0%	81.5%
	19+	63	90.5%	63	90.5%	20	60.0%	85.0%	70.6%	49	89.8%	91.8%	97.8%	88.6%

Achievement for High Needs, EHCP and Free School Meals

High Needs		18/19		19/20		20/21				21/22				
		Starts	Ach %	Starts	Ach %	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	GFE %
High Needs	All	249	75.5%	199	83.9%	205	89.3%	98.0%	91.0%	218	82.1%	92.7%	88.6%	
	16-18	193	79.3%	140	85.0%	142	93.7%	99.3%	94.3%	178	81.5%	92.1%	88.4%	
	19+	56	62.5%	59	81.4%	63	79.4%	95.2%	83.3%	40	85.0%	95.0%	89.5%	

EHCP		18/19		19/20		20/21				21/22				
		Starts	Ach %	Starts	Ach %	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	GFE %
EHCP	All	532	71.6%	319	84.0%	278	91.7%	98.6%	93.1%	364	83.2%	93.1%	89.4%	
	16-18	368	77.4%	223	86.1%	201	95.0%	99.5%	95.5%	280	82.5%	91.8%	89.9%	
	19+	164	58.5%	96	79.2%	77	83.1%	96.1%	86.5%	84	85.7%	97.6%	87.8%	

Free Meals		18/19		19/20		20/21				21/22				
		Starts	Ach %	Starts	Ach %	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	GFE %
Free School Meals	All	1,980	83.6%	1,157	86.7%	921	91.3%	96.6%	94.5%	1,408	85.5%	93.0%	92.0%	
	16-18	1,946	83.7%	1,123	86.7%	902	91.4%	96.6%	94.6%	1,373	85.2%	92.8%	91.8%	
	19+	34	79.4%	34	85.3%	19	89.5%	100.0%	89.5%	35	97.1%	100.0%	97.1%	
Not Free School Meals	All	22,596	83.5%	16,048	76.7%	13,559	82.5%	92.5%	89.1%	16,174	79.8%	90.1%	88.6%	
	16-18	9,878	83.9%	7,646	83.4%	7,464	85.8%	92.0%	93.3%	6,682	79.4%	87.8%	90.4%	
	19+	12,718	83.2%	8,402	70.6%	6,095	78.4%	93.1%	84.2%	9,492	80.2%	91.7%	87.4%	

Apprenticeship Achievement: Overall and by Age

Apprenticeships		18/19		19/20		20/21			21/22			
		Starts	Ach %	Starts	Ach %	Starts	Ach %	Pass %	Starts	Ach %	Pass %	GFE %
Age	All	580	69.7%	371	53.1%	371	54.4%	94.0%	300	65.3%	93.3%	66.7%
	16-18	277	66.4%	168	52.4%	165	43.6%	93.5%	114	67.5%	97.5%	68.0%
	19-23	212	73.6%	138	52.2%	147	65.3%	94.1%	116	62.9%	86.9%	69.6%
	24+	91	70.3%	65	56.9%	59	57.6%	94.4%	70	65.7%	97.9%	63.5%

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Apprenticeship Achievement: Overall by Level

Apprenticeships		18/19		19/20		20/21			21/22			
Level		Starts	Ach %	Starts	Ach %	Starts	Ach %	Pass %	Starts	Ach %	Pass %	GFE %
Int.	All	291	65.6%	180	55.6%	122	47.5%	92.1%	16	62.5%	83.3%	67.6%
	16-18	152	62.5%	86	48.8%	59	35.6%	91.3%	6	33.3%	66.7%	67.8%
	19-23	92	68.5%	52	51.9%	42	59.5%	96.2%	6	83.3%	83.3%	69.6%
	24+	47	70.2%	42	73.8%	21	57.1%	85.7%	4	75.0%	75.0%	65.8%
Adv.	All	208	72.6%	109	55.0%	94	60.6%	96.6%	43	60.5%	60.5%	69.5%
	16-18	94	73.4%	48	54.2%	41	51.2%	95.5%	17	64.7%	64.7%	72.7%
	19-23	86	74.4%	52	59.6%	42	66.7%	96.6%	17	47.1%	47.1%	72.3%
	24+	28	64.3%	9	33.3%	11	72.7%	100.0%	9	77.8%	77.8%	65.0%
Higher	All	6	83.3%	3	33.3%	1	0.0%		5	40.0%	40.0%	
	16-18	2	100.0%	1	0.0%	1	0.0%		2	50.0%	50.0%	
	19-23	4	75.0%	2	50.0%				3	33.3%	33.3%	
Standard	All	75	76.0%	79	45.6%	154	56.5%	93.5%	236	66.9%	66.9%	51.7%
	16-18	29	62.1%	33	60.6%	64	46.9%	93.8%	89	70.8%	70.8%	48.4%
	19-23	30	86.7%	32	40.6%	63	68.3%	91.5%	90	65.6%	65.6%	57.0%
	24+	16	81.3%	14	21.4%	27	51.9%	100.0%	57	63.2%	63.2%	50.2%

High Grades
Maths and English High Grades

		19/20			20/21			21/22		
		Starts	9-4 Ach %	9-4 Pass %	Starts	9-4 Ach %	9-4 Pass %	Starts	9-4 Ach %	9-4 Pass %
GCSE Maths and English	All	3,827	28.9%	31.2%	3,120	36.8%	38.6%	3,026	21.7%	24.6%
	16-18	3,320	25.2%	27.2%	2,638	33.1%	34.7%	2,490	16.9%	19.3%
	19+	507	53.1%	56.9%	482	56.6%	60.4%	536	44.2%	48.6%
GCSE English	All	1,643	32.5%	35.1%	1,337	41.1%	43.3%	1,229	26.5%	30.6%
	16-18	1,410	29.5%	31.8%	1,120	38.6%	40.5%	1,052	23.4%	27.0%
	19+	233	50.6%	55.4%	217	53.9%	58.2%	177	45.2%	51.9%
GCSE Maths	All	2,184	26.1%	28.2%	1,783	33.5%	35.1%	1,797	18.4%	20.7%
	16-18	1,910	22.0%	23.8%	1,518	29.1%	30.4%	1,438	12.1%	13.7%
	19+	274	55.1%	58.1%	265	58.9%	62.2%	359	43.7%	47.0%

A Level High Grades

A Levels		19/20			20/21			21/22		
		Starts	A*-B Ach %	A* -B Pass %	Starts	A*-B Ach %	A* -B Pass %	Starts	A*-B Ach %	A* -B Pass %
A Level	All	447	45.6%	49.2%	689	48.0%	56.3%	812	22.0%	31.6%
	16-18	431	45.2%	48.0%	683	48.0%	56.4%	801	22.3%	31.9%
	19+	16	56.3%	100.0%	6	50.0%	50.0%	11	0.0%	0.0%
AS Level	All	76	9.2%	33.3%	32	43.8%	46.7%	-		
	16-18	76	9.2%	33.3%	32	43.8%	46.7%	-		
	19+	-			-			-		

Vocational Level 3 High Grades by SSA
See key below for SSA

Achievers by SSA and Grade Type
Grade Type ●* ●D ●M ●P

SSA	*	D	M	P
01		21%	29%	46%
02		32%	33%	31%
04		17%	23%	57%
05		14%	57%	29%
06		18%	21%	58%
07		58%	25%	17%
08		22%	37%	37%
09		27%	30%	43%
11		100%		
14		7%	31%	62%
15		16%	34%	48%

Achievers
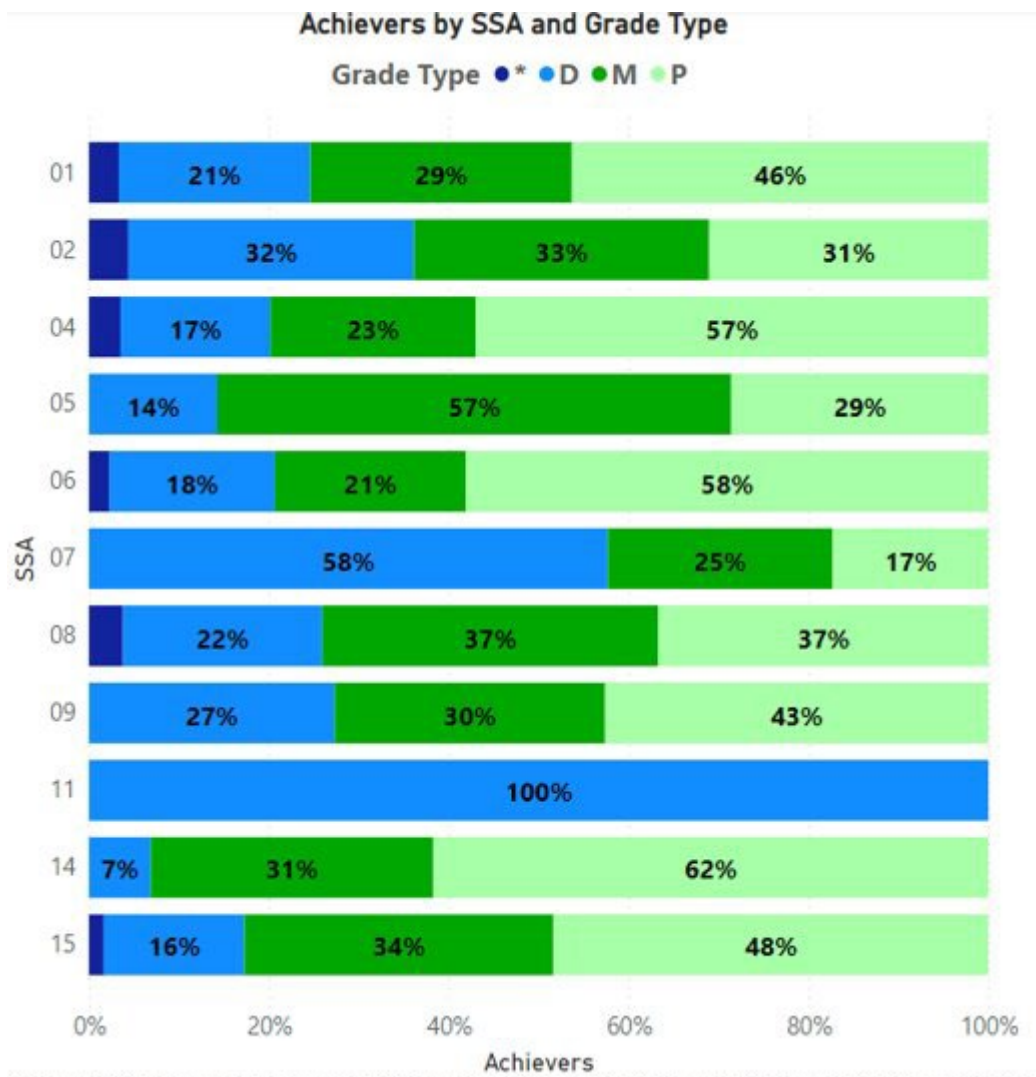
SSA	*	D	M	P	Total
01	3.32%	21.29%	29.10%	46.29%	**100.00%**
02	4.39%	31.76%	32.77%	31.08%	**100.00%**
04	3.51%	16.67%	22.81%	57.02%	**100.00%**
05		14.29%	57.14%	28.57%	**100.00%**
06	2.23%	18.44%	21.23%	58.10%	**100.00%**
07		57.69%	25.00%	17.31%	**100.00%**
08	3.80%	22.15%	37.34%	36.71%	**100.00%**
09		27.32%	30.05%	42.62%	**100.00%**
11		100.00%			**100.00%**
14		6.86%	31.37%	61.76%	**100.00%**
15	1.65%	15.64%	34.36%	48.35%	**100.00%**
Total	**2.04%**	**21.93%**	**30.96%**	**45.07%**	**100.00%**

Key to SSA

01	Health, Public Services and Care	09	Arts, Media and Publishing
02	Science and Mathematics	10	History, Philosophy and Theology
03	Agriculture, Horticulture and Animal Care	11	Social Sciences
04	Engineering and Manufacturing Technologies	12	Languages, Literature and Culture
05	Construction, Planning and the Built Environment	13	Education and Training
06	Information and Communication Technology (ICT)	14	Preparation for Life and Work
07	Retail and Commercial Enterprise	15	Business, Administration, Finance and Law
08	Leisure, Travel and Tourism		

Achievement by SSA Overall and College

SSA		21/22				
		BMet				
		Starts	Ach %	Ret %	Pass %	GFE %
01 - Health, Public Services and Care	All	2,523	83.1%	91.2%	91.2%	89.8%
	16-18	820	79.3%	92.3%	85.9%	87.3%
	19+	1,703	85.0%	90.6%	93.8%	91.1%
02 - Science and Mathematics	All	2,551	80.0%	88.3%	90.6%	82.0%
	16-18	2,080	78.3%	87.1%	89.8%	82.4%
	19+	471	87.7%	93.6%	93.7%	80.2%
03 - Agriculture, Horticulture and Animal Care	All	175	73.1%	90.9%	80.5%	87.2%
	16-18	2	100.0%	100.0%	100.0%	83.5%
	19+	173	72.8%	90.8%	80.3%	91.9%
04 - Engineering and Manufacturing Technologies	All	653	84.1%	93.1%	90.3%	87.0%
	16-18	214	82.7%	93.5%	88.5%	84.0%
	19+	439	84.7%	92.9%	91.2%	91.6%
	All	567	78.7%	92.6%	85.0%	86.2%
	16-18	335	78.8%	92.2%	85.4%	83.2%

SSA		Starts				
05 - Construction, Planning and the Built Environment	19+	232	78.4%	93.1%	84.3%	90.5%
06 - Information and Communication Technology	All	386	79.5%	94.6%	84.1%	90.3%
	16-18	228	77.6%	95.6%	81.2%	87.5%
	19+	158	82.3%	93.0%	88.4%	92.8%
07 - Retail and Commercial Enterprise	All	117	78.2%	92.3%	94.4%	89.7%
	16-18	66	89.4%	92.4%	96.7%	86.8%
	19+	51	84.3%	92.2%	91.5%	91.9%
08 - Leisure, Travel and Tourism	All	289	84.4%	91.3%	92.4%	90.2%
	16-18	256	84.8%	91.4%	92.7%	88.6%
	19+	33	81.8%	90.9%	90.0%	93.1%
09 - Arts, Media and Publishing	All	789	87.8%	90.5%	97.1%	88.3%
	16-18	680	88.5%	91.3%	96.9%	87.8%
	19+	109	83.5%	85.3%	97.8%	90.8%
10 - History, Philosophy and Theology	All	86	66.3%	67.4%	98.3%	83.5%
	16-18	85	67.1%	68.2%	98.3%	83.4%
	19+	1	0.0%	0.0%		84.4%
11 - Social Sciences	All	232	75.0%	78.0%	96.1%	80.4%
	16-18	210	75.2%	78.7%	95.8%	80.6%
	19+	22	72.7%	72.7%	100.0%	79.4%
12 - Languages, Literature and Culture	All	1,329	82.2%	85.8%	95.9%	83.0%
	16-18	1,138	82.2%	85.5%	96.2%	83.1%
	19+	191	82.2%	87.4%	94.0%	82.3%
13 - Education and Training	All	136	93.4%	93.4%	100.0%	91.8%
	16-18					82.2%
	19+	136	93.4%	93.4%	100.0%	91.7%
14 - Preparation for Life and Work	All	5,814	79.0%	92.9%	85.0%	86.4%
	16-18	828	85.5%	92.4%	92.5%	80.0%
	19+	4,986	77.9%	93.0%	83.8%	89.8%
15 - Business, Administration and Law	All	1,935	75.8%	86.6%	87.5%	86.5%
	16-18	1,113	75.5%	86.7%	87.0%	82.1%
	19+	822	76.3%	86.5%	88.2%	89.0%

James Watt

SSA		21/22			
		JW			
		Starts	Ach %	Ret %	Pass %
01 - Health, Public Services and Care	All	515	78.6%	87.0%	90.4%
	16-18	124	71.0%	87.9%	8.7%
	19+	391	81.1%	86.7%	93.5%
02 - Science and Mathematics	All	347	76.7%	87.3%	87.8%
	16-18	304	75.3%	86.5%	87.1%
	19+	43	86.0%	93.0%	92.5%

		442	81.2%	93.7%	86.7%
04 - Engineering and Manufacturing Technologies	All	442	81.2%	93.7%	86.7%
	16-18	193	81.3%	93.3%	87.2%
	19+	249	81.1%	94.0%	86.3%
05 - Construction, Planning and the Built Environment	All	567	78.7%	92.6%	85.0%
	16-18	335	78.8%	62.2%	85.4%
	19+	232	78.4%	93.1%	84.3%
06 - Information and Communication Technology	All	17	58.8%	82.4%	71.4%
	16-18	1	100.0%	100.0%	100.0%
	19+	16	56.3%	81.3%	69.2%
09 - Arts, Media and Publishing	All	82	86.6%	92.7%	93.4%
	16-18	80	86.3%	92.5%	93.2%
	19+	2	100.0%	100.0%	100.0%
12 - Languages, Literature and Culture	All	290	81.0%	86.6%	93.6%
	16-18	254	81.1%	87.0%	93.2%
	19+	36	80.6%	83.3%	96.7%
13 - Education and Training	All	16	93.8%	93.8%	100.0%
	16-18				
	19+	16	93.8%	93.8%	100.0%
14 - Preparation for Life and Work	All	1,487	77.6%	93.7%	82.8%
	16-18	107	61.7%	89.7%	68.8%
	19+	1,380	78.8%	94.0%	83.9%
15 - Business, Administration and Law	All	4	100.0%	100.0%	100.0%
	16-18				
	19+	4	100.0%	100.0%	100.0%

Matthew Boulton

		21/22			
SSA		**MB**			
		Starts	**Ach %**	**Ret %**	**Pass %**
01 - Health, Public Services and Care	All	1,009	86.9%	93.2%	93.3%
	16-18	331	90.0%	91.5%	98.3%
	19+	678	85.4%	94.0%	90.9%
02 - Science and Mathematics	All	1,141	84.0%	90.7%	92.7%
	16-18	842	82.1%	89.5%	91.6%
	19+	299	89.6%	94.0%	95.4%
03 - Agriculture, Horticulture and Animal Care	All	175	73.1%	90.9%	80.5%
	16-18	2	100.0%	100.0%	100.0%
	19+	173	72.8%	90.8%	80.3%
04 - Engineering and Manufacturing Technologies	All	185	89.7%	91.4%	98.2%
	16-18				
	19+	185	89.7%	91.4%	98.2%
06 - Information and Communication Technology	All	256	77.3%	94.5%	91.8%
	16-18	128	68.8%	93.8%	73.3%
	19+	128	85.9%	95.3%	90.2%

SSA		Starts	Ach %	Ret %	Pass %
07 - Retail and Commercial Enterprise	All	83	81.6%	95.2%	96.2%
	16-18	43	97.7%	97.7%	100.0%
	19+	40	85.0%	92.5%	91.9%
09 - Arts, Media and Publishing	All	296	87.5%	87.8%	99.6%
	16-18	215	90.7%	90.7%	100.0%
	19+	81	79.0%	80.2%	98.5%
11 - Social Sciences	All	46	78.3%	78.3%	100.0%
	16-18	25	80.0%	80.0%	100.0%
	19+	21	76.2%	76.2%	100.0%
12 - Languages, Literature and Culture	All	577	83.9%	87.5%	95.8%
	16-18	467	84.2%	87.4%	96.3%
	19+	110	82.7%	88.2%	93.8%
13 - Education and Training	All	70	98.6%	98.6%	100.0%
	16-18				
	19+	70	98.6%	98.6%	100.0%
14 - Preparation for Life and Work	All	3,857	80.3%	92.6%	86.7%
	16-18	633	88.3%	92.3%	95.7%
	19+	3,224	78.8%	92.7%	85.0%
15 - Business, Administration and Law	All	1,145	77.5%	87.9%	88.1%
	16-18	492	77.4%	89.6%	86.4%
	19+	653	77.5%	86.7%	89.4%

Sutton Coldfield

SSA		21/22			
		SC			
		Starts	Ach %	Ret %	Pass %
01 - Health, Public Services and Care	All	409	72.6%	93.9%	77.3%
	16-18	365	72.3%	94.5%	76.5%
	19+	44	75.0%	88.6%	84.6%
02 - Science and Mathematics	All	1,063	76.8%	86.1%	89.2%
	16-18	934	75.8%	85.1%	89.1%
	19+	129	83.7%	93.0%	90.0%
04 - Engineering and Manufacturing Technologies	All	25	92.0%	96.0%	95.8%
	16-18	21	95.2%	95.2%	100.0%
	19+	4	75.0%	100.0%	75.0%
06 - Information and Communication Technology	All	102	89.2%	98.0%	91.0%
	16-18	99	88.9%	98.0%	90.7%
	19+	3	100.0%	100.0%	100.0%
07 - Retail and Commercial Enterprise	All	24	70.8%	79.2%	89.5%
	16-18	23	73.9%	82.6%	89.5%
	19+	1	0.0%	0.0%	
08 - Leisure, Travel and Tourism	All	286	84.6%	91.6%	92.4%
	16-18	256	84.8%	91.4%	92.7%
	19+	30	83.3%	93.3%	89.3%

09 - Arts, Media and Publishing	All	411	88.3%	92.0%	96.0%
	16-18	385	87.8%	91.4%	96.0%
	19+	26	96.2%	100.0%	96.2%
10 - History, Philosophy and Theology	All	86	66.3%	67.4%	98.3%
	16-18	85	67.1%	68.2%	98.3%
	19+	1	0.0%	0.0%	
11 - Social Sciences	All	186	74.2%	78.0%	95.2%
	16-18	185	74.6%	78.4%	95.2%
	19+	1	0.0%	0.0%	
12 - Languages, Literature and Culture	All	462	81.0%	83.1%	97.4%
	16-18	417	80.8%	82.5%	98.0%
	19+	45	82.2%	88.9%	92.5%
13 - Education and Training	All	31	93.5%	93.5%	100.0%
	16-18				
	19+	31	93.5%	93.5%	100.0%
14 - Preparation for Life and Work	All	453	72.0%	92.9%	77.4%
	16-18	88	94.3%	96.6%	97.6%
	19+	365	66.6%	92.1%	72.3%
15 - Business, Administration and Law	All	740	72.4%	84.5%	85.8%
	16-18	621	73.9%	84.4%	87.6%
	19+	119	64.7%	84.9%	76.2%

Achievement by Department – add in 18/19 and 21/22 please Sam

		19/20		20/21		21/22	
		Starts	**Ach %**	**Starts**	**Ach %**	**Starts**	**Ach %**
A101	**Construction ERD**	335	77.3%	197	80.7%	255	80.8%
A102	**Construction JW**	270	57.0%	239	85.8%	312	76.9%
A201	**Engineering (Rail)**	685	40.4%	213	67.1%	233	82.4%
A202	**Engineering (Apps)**	82	72.0%	42	85.7%	56	85.7%
A204	**Engineering (JW)**	43	90.7%	307	72.3%	205	82.4%
A301	**Creative and Digital**	91	90.1%	102	86.3%	87	85.1%
A302	**Health & Care and Early Years**	528	70.6%	440	82.7%	512	78.2%
A303	**English, Maths, ESOL & FL**	1,266	77.7%	1,686	77.8%	2,110	77.6%
B101	**Digital**	244	91.4%	163	77.3%	150	68.7%
B102	**Digital Media**	67	95.5%	36	88.9%	92	92.4%
B103	**Creative**	140	89.3%	229	89.1%	181	91.2%
B104	**Law**	224	79.9%	151	84.8%	162	78.4%
B105	**Accounts**	236	57.2%	305	61.6%	234	56.7%
B106	**Vocational Business**	269	72.1%	219	90.4%	297	84.2%
B201	**Dental Tech**	19	31.6%	27	77.8%	17	76.5%
B204	**Health & Care**	292	92.5%	278	88.5%	282	85.1%
B205	**Early Years**	237	89.0%	182	91.2%	250	94.4%
B206	**Horticulture**	164	37.2%	100	80.0%	250	74.2%
B207	**Vocational Science**	370	91.1%	305	96.7%	268	88.4%

B301	English (GCSE)	666	90.2%	539	91.8%	875	77.5%
B302	**English and ESOL**	1,634	79.4%	1,374	80.9%	1,731	75.6%
B303	**Maths**	1,406	76.0%	1,023	80.5%	1,223	79.0%
B304	**Foundation Learning**	1,071	71.1%	539	83.5%	634	88.8%
B401	**Commercial Services**	502	92.0%	688	88.4%	2,198	88.8%
B405	**Community**			216	82.4%	1	0.0%
D101	**A Levels**	534	82.4%	730	83.2%	823	66.7%
D103	**Vocational Science**	279	86.4%	262	90.8%	201	81.1%
D104	**English, Maths and ESOL**	1,883	84.1%	1,387	84.9%	1,307	77.4%
D201	**Digital**	70	82.9%	151	82.1%	122	86.1%
D202	**Performing Arts**	124	96.0%	122	94.3%	122	98.4%
D203	**Creative**	143	94.4%	185	95.1%	197	90.9%
D204	**Foundation Learning & Princes Trust**	247	67.6%	127	88.2%	101	93.1%
D205	**Travel and Public Services**	228	81.6%	175	85.7%	181	83.4%
D206	**Health, Care and Early Years**	357	81.8%	341	83.0%	318	72.0%
D301	**Accounts, HE and Access**	270	64.4%	119	47.1%	213	64.3%
D302	**Apps and Online Learning**	59	52.5%	99	74.7%	44	88.6%
D303	**Business, Administration and Law**	175	84.6%	419	88.5%	404	81.7%
D308	**Sport, Sport Science and HE**	93	94.6%	161	82.6%	130	80.0%
D309	**Sport**	153	66.7%	264	84.1%	115	84.3%

Destination Data

Destinations for those students who left before 31 July 2021 including those who were not contactable:

	2020/21							
Destinations - BMet	**16-19 Classroom**		**Advanced Learner Loan**		**AEB**		**Apprenticeships**	
	Learners	**%**	**Learners**	**%**	**Learners**	**%**	**Learners**	**%**
EDU1 - Traineeship	10	0.2%		0.0%	2	0.1%	1	0.2%
EDU2 - Apprenticeship	224	4.8%	5	1.1%	21	0.6%	22	4.1%
EDU3 - Supported Internship	1	0.0%		0.0%		0.0%		0.0%
EDU4 - Other FE (Full-time) - including Community Learning provision	820	17.4%	14	3.0%	166	5.1%	8	1.5%
EDU5 - Other FE (Part-time) - including Community Learning provision	118	2.5%	44	9.5%	411	12.6%	21	3.9%
EDU6 - HE	1,378	29.3%	106	22.8%	160	4.9%	4	0.7%
EMP1 - In paid employment for 16 hours or more per week	531	11.3%	126	27.2%	651	20.0%	372	69.7%
EMP2 - In paid employment for less than 16 hours per week	66	1.4%	9	1.9%	82	2.5%	23	4.3%
EMP4 - Self-employed for 16 hours or more per week	15	0.3%	3	0.6%	35	1.1%	10	1.9%
EMP5 - Self-employed for less than 16 hours per week	5	0.1%	1	0.2%	5	0.2%	1	0.2%
GAP1 - Gap year before starting HE	59	1.3%	3	0.6%	7	0.2%	1	0.2%
NPE1 - Not in paid employment, looking for work and available to start work	164	3.5%	13	2.8%	228	7.0%	9	1.7%
NPE2 - Not in paid employment, not looking for work and/or not available to start work (including retired)	79	1.7%	13	2.8%	308	9.5%	6	1.1%
OTH1 - Other outcome - not listed	60	1.3%	3	0.6%	72	2.2%	8	1.5%
OTH3 - Unable to contact learner	431	9.2%	91	19.6%	530	16.3%	19	3.6%
OTH4 - Not known	733	15.6%	33	7.1%	575	17.6%	29	5.4%
SDE2 - Independent living	1	0.0%		0.0%		0.0%		0.0%
SDE3 - Learner returning home	2	0.0%		0.0%		0.0%		0.0%
VOL1 - Voluntary work	3	0.1%		0.0%	6	0.2%		0.0%
Total	**4,700**		**464**		**3,259**		**534**	

Destinations for those students who left before 31 July 2021 excluding those who were not contactable:

Known Destinations - BMet	2020/21							
	16-19 Classroom		Advanced Learner Loan		AEB		Apprenticeships	
	Learners	%	Learners	%	Learners	%	Learners	%
EDU1 - Traineeship	10	0.3%		0.0%	2	0.1%	1	0.2%
EDU2 - Apprenticeship	224	6.3%	5	1.5%	21	1.0%	22	4.5%
EDU3 - Supported Internship	1	0.0%		0.0%		0.0%		0.0%
EDU4 - Other FE (Full-time) - including Community Learning provision	820	23.2%	14	4.1%	166	7.7%	8	1.6%
EDU5 - Other FE (Part-time) - including Community Learning provision	118	3.3%	44	12.9%	411	19.1%	21	4.3%
EDU6 - HE	1,378	39.0%	106	31.2%	160	7.4%	4	0.8%
EMP1 - In paid employment for 16 hours or more per week	531	15.0%	126	37.1%	651	30.2%	372	76.5%
EMP2 - In paid employment for less than 16 hours per week	66	1.9%	9	2.6%	82	3.8%	23	4.7%
EMP4 - Self-employed for 16 hours or more per week	15	0.4%	3	0.9%	35	1.6%	10	2.1%
EMP5 - Self-employed for less than 16 hours per week	5	0.1%	1	0.3%	5	0.2%	1	0.2%
GAP1 - Gap year before starting HE	59	1.7%	3	0.9%	7	0.3%	1	0.2%
NPE1 - Not in paid employment, looking for work and available to start work	164	4.6%	13	3.8%	228	10.6%	9	1.9%
NPE2 - Not in paid employment, not looking for work and/or not available to start work (including retired)	79	2.2%	13	3.8%	308	14.3%	6	1.2%
OTH1 - Other outcome - not listed	60	1.7%	3	0.9%	72	3.3%	8	1.6%
SDE2 - Independent living	1	0.0%		0.0%		0.0%		0.0%
SDE3 - Learner returning home	2	0.1%		0.0%		0.0%		0.0%
VOL1 - Voluntary work	3	0.1%		0.0%	6	0.3%		0.0%
Total	**3,536**		**340**		**2,154**		**486**	

Appendix One

Population

Birmingham's population is estimated at 1,144,900 according to the census[3]. This reflects the very small (0.04pp) increase on the previous year. Decreasing fertility rates, changes to international migration policies and increased mortality rates have contributed to a more modest growth of recent years (Birmingham.gov.uk - 2021 mid-year population estimate). In the 2021 census the population of the region (West Midlands Combined Authority) is recorded to have grown by 6.8pp to 4.3m, with Birmingham remaining the youngest city with 46% of Birmingham residents aged between 0 and 29 and one in three born outside the UK. There remains however a predicted population increase for Birmingham of 5.4pp by 2025 (EMSI Q2 2021 data set). This predicted population growth for Birmingham is said to be equivalent to adding the population of Oxford to the city by 2031.

Ethnicity profile

In terms of ethnicity, 48.5% of Birmingham residents are of ethnic minority which is much higher than national average (14.3pp). Almost 37% of children lived in relative low-income households in 2021 and are more likely to be from BAME families.

The pandemic has had a disproportionate negative impact on existing disadvantaged groups/communities and this underpins our future focus on working with stakeholders and employers to support the region's unemployed population into work and in particular to

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[3] Overview | Population and census | Birmingham City Council

develop opportunities through re-skilling programmes to support priority groups including: BAME groups with high levels of economic inactivity and/or unemployment

Age profile

As of 2022 there is a relatively young age profile within the population of Birmingham; with 64.4% of the population aged 16-64, (2.1pp higher than England) and 22.5% of the population aged between 0-15, which is 3.3pp higher than England. 46% of Birmingham residents are aged 0 -29 and one in three are born outside the UK. Only 13.1% of the Birmingham population is aged 65+, compared to 18.5% nationally (Birmingham.gov.uk). The young age structure is partially due to a large student population; 38.8% of those who are economically inactive in Birmingham are students, compared to 28.5% nationally (ONS 2021).

Gender Profile

There are essentially equal numbers of male and females living in Birmingham, with 50.4% being female and 49.6% male (ONS 2021).

Workforce qualifications

A below average proportion of Birmingham residents have high skills (NVQ4 or above) 40.4% (although this has risen from 37.3% in 2020) compared to 43.6% nationally. Similarly, 72.6% are formally qualified to Level 2+, compared to 78.1% nationally. 10.9% have no qualifications, compared to 6.6% nationally. 8.6% of the working age population in WMCA have no qualifications against the UK average of 6.6%[4]. WMCA has seen the highest levels since records began of people qualified to NVQ4+ and NVQ3

Unemployment

70.5.% of Birmingham's population are economically active compared to 78.6% nationally, with 9.6% of the population being unemployed, which is considerably greater than the national average of 5.0%. 28.6% of households are workless compared to 13.6% nationally (ONS 2021).

In comparison, of the total adult enrolments at the college during 2021-22, 82% were not in paid employment, of which 78% were looking for paid employment in the future. After successful completion, 88% of these students, for whom we have successfully collected a known destination, have progressed into paid employment or further or higher education.

Benefits

Birmingham has the highest claimant unemployment rate (11.4%) amongst the core cities and is well above the UK average (4.8%). 8.4% of the population are out of work benefit claimants, compared to 4.8% nationally, with 42% of claimants being from an ethnic minority (ONS 2021).

The most recent figures for unemployment for the West Midlands Combined Authority area for Birmingham are: 61,665 claimants, with 10,000 youth claimants. Hodge Hill constituency has the highest claimant count unemployment rate at 19.4% followed by Perry Barr and Erdington with Sutton Coldfield the lowest at 2.4%. In terms of ward youth unemployment Handsworth (14.5%) and Aston (14.2%) have the highest youth claimant proportions. (September report 2022).

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[4] Labour Market Profile - Nomis - Official Census and Labour Market Statistics (nomisweb.co.uk)

October 2022

Deprivation

According to the latest published data Birmingham is ranked the 7th most deprived district according to the Indices of Multiple Deprivation (IMD). This is based on the proportion of neighbourhoods (LSOAs) in the most deprived 10 per cent band nationally.

Educational Achievement

The 2021 school census reported, in Birmingham, there are 500 state-funded schools with over 66% of those students from ethnic minority backgrounds and 40.6% having English as a second language (EAL). These numbers are higher than the England averages of 26.5% and 19.3%, respectively. Birmingham also had a higher level of children with special educational needs (SEN) compared to England (17.3% compared to 15.6%).

The average Attainment 8 score for KS4 pupils in Birmingham is 50.1 which is a 0.9% rise compared to 2021 which continues to be above the national rate of 48.0. The lowest attainment 8 score in Birmingham is by black students (47.6) with the highest* (53.2) from Asian students. [i]The percentage of KS4 pupils achieving 9-4 passes in English and Maths in Birmingham has dropped by 17.4pp from 67.1% to 49.7% this is slightly lower than the national rate of 51.9%[ii].

Highest relating to proportionality

Student Profile Comparison Table

	Birmingham 2021/22	BMet Students 2021/22	BMet staff 2021/22	National
Population	1,144,900	10,189	641	**67,081,234**
Age				
0-15 years	22.5%			19.2%
16-64	64.4%		95.8% (18-64)	62.3%
65+	13.1%		3.9%	18.5%
16-18 years		49%	0.3%	
Ethnicity				
BAME – aggregate group of overall pop	44%	63%	26%	14%
Pakistani	14%	15%	5%	7% Asian groups
Indian	6%	3%	7%	
African	3%	13%	1%	3% Black groups
Caribbean	4%	7%	6%	
White inc. White Other	56%	37%	57%	86%
Gender				
Female	50.4%	53.2%	57%	51%
Male	49.6%	46.8%	43%	49%
Disability				
% overall pop	17%*	12.5%	12.3%	21% **
Sexual Orientation				
LGB+	3% *est*	3.4%	2.3%	2.2%
Religion & Belief – top 3 largest groups				
Islam	22%	37%	7%	5%
Christianity	46%	27%	31%	59%
No religion	19%	21%	13%	25%

Ethnic Breakdown of Staff

	BAME	White	Not known	Prefer not say	Total
Matthew Boulton	38.3% (80)	43.1% (90)	16.3% (34)	2.4% (5)	209
Curriculum*	40.8% (53)	45.4% (59)	11.5% (15)	2.3% (3)	130
Lecturers	47.1% (49)	38.5% (40)	12.5% (13)	1.9% (2)	104
Prof Services	34.2% (27)	39.2% (31)	24.1% (19)	2.5% (2)	79
James Watt	19.9% (34)	66.1% (113)	12.9% (22)	1.2% (2)	174
Curriculum	21.4% (18)	63.1% (53)	13.1% (11)	2.4% (2)	84
Lecturers	23.1% (15)	64.6% (42)	9.2% (6)	3.1% (2)	65
Prof Services	17.8% (16)	66.7% (60)	15.5% (14)	0.0% (0)	90
Sutton	18.5% (46)	70.3% (175)	9.2% (23)	2.0% (5)	249
Curriculum	22.8% (28)	65.0% (80)	8.9% (11)	3.3% (4)	123
Lecturers	24.8% (25)	62.4% (63)	9.9% (10)	3.0% (3)	101
Prof Services	14.3% (18)	75.4% (95)	9.5% (12)	0.8% (1)	126
All BMet	25.3% (160)	59.8% (378)	13.0% (82)	1.9% (12)	632
Curriculum	29.4% (99)	57.0% (192)	11.0% (37)	2.7% (9)	337
Lecturers	33.0% (89)	53.7% (145)	10.7% (29)	2.6% (7)	270
Prof Services	20.7% (61)	63.1% (186)	15.3% (45)	1.0% (3)	295
South & City	35%				
Joseph Chamberlain	43%				

Main sources:

Productivity & Skills (wmca.org.uk)Overview | Population and census | Birmingham City CouncilLabour Market Profile - Nomis - Official Census and Labour Market Statistics (nomisweb.co.uk)

Birmingham (wmca.org.uk)

Key stage 4 performance, Academic Year 2021/22 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019

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[i] Key stage 4 performance, Academic Year 2021/22 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

[ii] GCSE English and maths results - GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk)

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