

# Annual Accountability Statement 2024-25



Saint  
Francis  
Xavier

CATHOLIC SIXTH FORM COLLEGE



*Transforming lives through learning in a Christian community*

# STATEMENT OF PURPOSE

St Francis Xavier Sixth Form College is a Roman Catholic sixth form college in the Archdiocese of Southwark adjacent to Clapham Common in the London Borough of Wandsworth. The College was established in 1985 with the chief aim of providing broad, high quality academic and vocational education programmes to 16-19 year old students wishing to join a faith-based institution. Its accessible location makes it an attractive proposition for students from across London and provides students with excellent accommodation and facilities. In November 2023, the College was rated as 'Good' for Overall Effectiveness by Ofsted with 'Outstanding' sub-judgements for Personal Development and Provision for Learners with High Needs



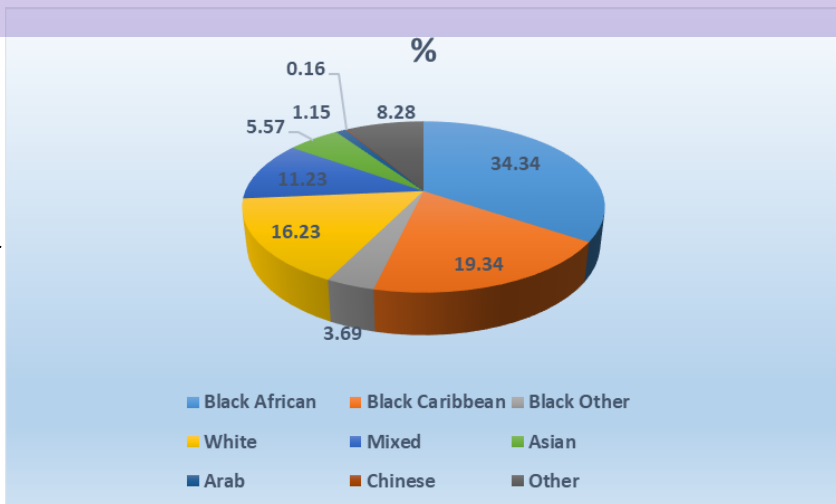
Our vision is to offer a value-based education that aligns to the College's spiritual mission of providing for the educational needs of our students in a Catholic environment that proclaims Jesus Christ, the Way, the Truth and the Life. We are committed to a community based on mutual respect where we recognise our responsibilities to ourselves and others. We practise the preferential treatment of the poor and marginalised and have high expectations for disadvantaged learners and those with high needs. Our curriculum has been designed with the specific needs and interests of our learners in mind whilst also responding to the needs of employers. It aims to provide credible and aspirational stepping-stone qualifications which allow students to reach the next steps towards their progression goals. Departments are encouraged to use up to date local and regional youth labour market information to shape the curriculum they offer. To this end, not only do we teach our students the skills necessary to be successful on their chosen courses, such as how to think deeply and critically but also those skills necessary for the workplace.

The College delivers A levels, applied general qualifications, GCSE English and maths and a range of additional qualifications designed to support the academic and progression goals of its students. Furthermore, the College has recently embarked on the delivery of its first T levels in Management and Administration, Accounting and Education and Early Years with plans to expand its portfolio of T Levels in the coming years. The College makes a significant contribution to social mobility, largely through the progression opportunities and support it gives its students. The progression route of choice for the majority of our learners is into higher education. In 2023, 79% of level 3 learners progressed to university.

# CONTEXT AND PLACE

The College is located in the London borough of Wandsworth, on the fringes of Clapham Common. Despite being located in Wandsworth, only 7% of our students reside in this borough as the borough is well served by schools with significant sixth form provision. Just under 50% of students travel to the college from the boroughs of Lambeth, Southwark, with a growing contingent arriving from Croydon and Merton to the south of the College.

The College is ethnically diverse with 84% of students from a Black, Asian or other minority ethnic heritage. This is significantly higher than your typical sixth form college, as is the socio-economic context where approximately 90% of learners are drawn from the bottom two income quartiles as defined by the IDAC1 metric. Just over a third of students receive free college meals.



Borough	Number	Percentage
London Borough of Lambeth	331	26%
London Borough of Southwark	272	21%
London Borough of Croydon	152	12%
London Borough of Lewisham	149	12%
London Borough of Merton	128	10%
London Borough of Wandsworth	122	10%
London Borough of Bromley	19	1%
London Borough of Westminster	18	1%
London Borough of Sutton	12	1%
London Borough of Greenwich	10	1%
London Borough of Brent	6	0%
London Borough of Hammersmith & Fulham	6	0%
London Borough of Haringey	5	0%
London Borough of Hackney	4	0%
London Borough of Islington	4	0%
London Borough of Newham	4	0%
London Borough of Enfield	3	0%
London Borough of Kingston	3	0%
Counties Outside of London	2	0%
London Borough of Barking & Dagenham	2	0%
London Borough of Bexley	2	0%
London Borough of Camden	2	0%
London Borough of Ealing	2	0%
London Borough of Hounslow	2	0%
London Borough of Kensington & Chelsea	2	0%
London Borough of Richmond	2	0%
London Borough of Waltham Forest	2	0%
London Borough of Barnet	1	0%
London Borough of Havering	1	0%
London Borough of Tower Hamlets	1	0%
<b>Total</b>	<b>1269</b>	<b>100%</b>



London's population is younger and more ethnically diverse than the rest of England. 58% of young Londoners enter Higher Education by age 19. The aspirations of the majority of Saint Francis Xavier students is to progress to university which is borne out by the higher than average progression rate to university which is typically in excess of 80%. Therefore there is a 3 to 4 year lag before students of the college enter the labour market, whether that be in London or elsewhere.

# APPROACH TO DEVELOPING THE ACCOUNTABILITY STATEMENT

In developing this plan, the College has engaged with a range of stakeholders to ensure that our curriculum strategy not only meets the needs of our learners but also the needs of the community, employers and the Government's priorities. Such stakeholders include:

- Wandsworth LA - primarily through BEST (business and Education Succeeding Together)
- Business LDN - Employer Representative Body
- Central London Forward/ South London Partnership (business representative networks)
- DWP
- Strategically important local employers
- Community organisations
- SFCA (London and National)
- London Sixth Form Partnership
- AOC
- ACVIC (and LOCVIC)
- College Collective
- Wandsworth Schools and Colleges
- RC Archdiocese of Southwark Education commission
- University networks

In May 2023 the Local Skills Improvement Plan was published by Business LDN, the Government's designated Employer Representative Body (ERB) for Greater London. The pan-London LSIP highlighted the priority sector skills needs in London as:

- Construction
- Creative
- Health and Social Care
- Hospitality
- Financial and Professional Services

In addition, the pan-London LSIP has identified a number of skills needs which cut across all sectors. These cross-cutting skills are:

- Digital
- Financial
- Green
- Transferable
- Labour Market Inclusion

In addition, there are four annexes of the LSIP, one for each of London's four sub-regions. Particularly, the College has engaged with Central London Forward and the South London Partnership, the local government bodies with oversight for sub-regional LSIPs in central London and south London respectively.



As a highly inclusive sixth form college which recruits students from some of the most economically deprived areas of London, the College has also adopted Central London Forward's (CLF) Inclusive and Sustainable Growth Strategy in putting this statement together. CLF sets out four priorities:

- People
- Place
- Net Zero
- Resources

# CONTRIBUTION TO NATIONAL, REGIONAL, & LOCAL PRIORITIES

In arriving at our key priorities for the coming year, we have drawn together local, regional and national market intelligence from our work with our strategic partners.

In April 2023, the Department for Education updated the college and local authority accountability agreements guidance to reflect national priority sectors. Those sectors identified include: Construction; manufacturing; digital and technology; health and social care; haulage and logistics; engineering; science and mathematics.

Our overarching strategic commitment remains to transform the lives our learners and position the College as a key contributor to economic growth in London and beyond.



Our priorities for the coming year emerge from the proposed recommendations from the pan-London LSIP. Four interlocking action areas have been identified:

1. Meeting London's skills needs
2. Supporting and galvanising business action
3. Delivering a skills system that is fit-for-purpose
4. Building an inclusive London workforce

1	<b>Meeting London's skills needs</b>	Making transferable skills as a golden thread across the college curriculum. Embedding essential digital skills into the college curriculum and engaging with employers to ensure that our students are at the forefront in utilising cutting-edge technology. Address green skills by adapting our engineering course to include electrical engineering units and embed carbon literacy into all courses in much the same way as British Values.
2	<b>Supporting and galvanising business action</b>	Liaise more closely with employers, particularly SMEs, and universities in ensuring relevant sector skills are being addressed through the curriculum
3	<b>Delivering a skills system that is fit-for-purpose</b>	Scale-up employer-provider collaboration through greater engagement with schemes of learning and industrial placement offers. On appropriate courses, ensure that learning is more applied and less theoretical. Upskill careers officersto ensure they are providing the best CEIAG across all sectors
4	<b>Building an inclusive London workforce</b>	Work with employers to help boost engagement with black and minoritised communities as well as disabled Londoners and care leavers. Additionally, seek to help disadvantaged Londoners gain access to digital devices, and learn digital skills

# HOW THE CURRICULUM ADDRESSES NATIONAL, REGIONAL & LOCAL PRIORITIES

## PRIORITY SECTORS

<b>Construction</b>	CTEC Engineering; A Level Physics, Maths, F. Maths; UAL Art & Design (Architecture)
<b>Creative</b>	UAL Art & Design; UAL Creative Media; UAL Performance & Production Arts A Levels: Graphics; Fine Art; Photography; Media studies T Level Media Broadcast & production (commencing Sept 2024)
<b>Health &amp; Social Care</b>	BTEC Health and Social Care (L2 and L3); Applied Science; T Level Education & Childcare (commenced Sept 2023)
<b>Hospitality</b>	BTEC Travel & Tourism T Level Management & Administration
<b>Financial &amp; Professional Services</b>	A Levels: Business; Economics; Law; Maths; F. Maths; Stats T Levels: Management & Administration; Accounting BTEC: L1/L2/L3 Business; Applied Law

## Digital

A Level Media  
UAL Creative Media  
BTEC IT (L2 & 3)

## Financial

A Levels: Maths; F. Maths; Economics; Business  
BTEC Business (L1,2,3)  
T Level in Management and administration

## Green

BTEC Engineering (L2 and L3); Carbon Literacy  
A levels: Biology, Geography;  
BTEC Applied Science

## Transferable skills

SFX Essential 8  
All subjects/ tutorial/ religion and philosophy/

## Labour Market Inclusion

Foundation Business  
Functional Skills maths and English  
ESOL

## CROSS - CUTTING THEMES

# Progress with Priorities for 2023/24

Priority / Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement	Progress May 2024
Respond to the pan-London LSIP by planning a curriculum that addresses London's skills needs.	We will deliver qualifications which prepare our learners to progress on to HE courses or into industries related to the skills' needs assessment identified in the Greater London LSIP. Notably, the College will be launching two additional T levels in Education and Early Years and Accounting from September 2023	Both T levels launched in industry standard facilities; there are currently 9 enrolments on Education and Early Years and 8 enrolments on the Accounting T level. From September 2024 we shall be launching a new T level in Media Broadcast and Production
Continue to provide high quality information, advice and guidance to learners who choose to apply to higher education to help them make informed choices and giving them an understanding of their future work options.	The destination of choice for the majority of our learners remains higher education. Through high quality information, advice and guidance we will promote courses and HE institutions that are most likely to improve the life chances of our young people. Importantly, we will grow the number of students applying to, and taking up offers from Russell Group and Sutton 30 universities.	Our progression data remains strong with 79% of students progressing to HE and 2% taking up an apprenticeship. 16% of leavers in 2023 went into paid employment, which is higher than your typical year. Anecdotally, part of this is down to the cost of living crisis.
Use LSIP priority sectors to improve the quality of information, advice and guidance for the minority of learners who do not progress to university.	Providing up to date labour market intelligence will help galvanise future opportunities for those learners not progressing to university. This information can be used by students to determine their next steps into the labour market or, indeed, further study (FE).	Greater focus on careers advice for those seeking non-HE pathways including Apprenticeships. More employers were invited to and attended the Colleges annual NE and Employment Fair. External input from employers on providing information to students with the skills and knowledge necessary to successfully progress onto apprenticeships.
Re-launch the digital strategy to maximise the number of digital devices available to learners.	Increase the digital literacy of our learners by providing the opportunity to develop digital skills across the curriculum. Increase the number of subject based iPad trolleys to twelve	The digital strategy has been refreshed with a focus on bookable trolleys. We now have in excess of 800 devices in play. AI strategy in place and Teachermatic licence has been purchased for all teachers.

Priority / Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement	Progress May 2024
Use the Skills Builder Framework to support the delivery of core essential skills: listening; speaking; problem solving; creativity; staying positive; aiming high; leadership; teamwork	Students will be better prepared to succeed in their progression goals by focusing on the core skills highlighted in the skills builder framework	The SFX Essential Eight are now full embedded into both the College Tutorial Programme and curriculum schemes of learning. Students receive certificates for those skills in which they are making significant progress. 80 students worked with Young Enterprise and King game creators on game design earlier this month.
Pursue the College's strategic priority to make the College estate more sustainable and contribute to the government's target of net zero carbon emissions by 2050	Members of the College community will be committed to improving sustainability and tackling climate change through action and advocacy	A Sustainability Coordinator role is in the staffing budget for next academic year. LED lighting installed across the estate. An application for a grant to install EV charging points is currently in progress with OZEV. wild flower planters
To improve the knowledge, abilities, values and attitudes needed to develop and support a sustainable and resource-efficient college	The sustainability strategy will mitigate the impact the College has on the environment by raising awareness of the Green Agenda among the College community, reducing its carbon footprint and through conservation of ecosystems local to the College	Lessons on sustainability are part of the College's Tutorial Programme and Religion and Philosophy course. Both of which are compulsory elements of a student's programme of study.
Develop the ESOL programme to ensure all students have the basic skills to enable them to progress in education or enter the workplace.	Students will gain confidence in speaking, reading and writing English, empowering them to engage in social interactions and the work place	The numbers of students receiving ESOL support has grown this year. The Unit Award Scheme (UAS) has been introduced; this is a certificate scheme offered through AQA, in an attempt to further increase motivation and attendance to support sessions.



# Priorities for 2024/25

Priority / Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement
<p>Continue to expand the the College's portfolio of T levels and increase the number of students taking up T levels. Particularly, ensure a successful launch of the L3 T Level in Media, Broadcast and Production</p>	<p>Both local and regional prosperity will be significantly enhanced by increasing the numbers of students achieving relevant level 3 qualifications and technical skills who either progress on to further study in related fields or enter the London labour market.</p>
<p>Shape and support the vocational curriculum to incorporate opportunities for direct local employer engagement</p>	<p>Increase the number of students gaining workplace related experiences, relevant exposure to future professional opportunities and opportunities to develop career awareness and personal social and employability skills</p>
<p>Continue to provide high quality information, advice and guidance to learners who choose to apply to higher education to help them make informed choices and give them a deep understanding of their future work options.</p>	<p>The destination of choice for the majority of our learners remains higher education. Through high quality information, advice and guidance we will promote courses and HE institutions that are most likely to improve the life chances of our young people. Importantly, we will grow the number of students applying to, and taking up offers from Russell Group and Sutton 30 universities.</p>
<p>Continue to ensure students, parents and staff develop their understanding of higher level apprenticeships. by forging proactive links with employers and apprenticeship providers.</p>	<p>Students have a deep understanding of the local and regional labour market and are aware of the higher level apprenticeship opportunities in these areas. Consequently we will see more students take up higher level apprenticeships</p>
<p>Pursue the College's strategic priority to make the College estate more sustainable and contribute to the government's target of net zero carbon emissions by 2050</p>	<p>Through a combination of practical solutions and education we will reduce our carbon emissions. Across the curriculum, we will improve students' and staff's carbon literacy and their understanding of the issues surrounding biodiversity and sustainability.</p>
<p>Further support our SEND students in achieving their ambitions for adulthood</p>	<p>Our SEND students will see tangible impact on their lives across the four 'preparation for adulthood' themes (progression, independence, participation &amp; relationships, health) and make a valuable contribution to the skills needs of their communities as a result</p>
<p>Further embed the Skills Builder Framework into everything we do</p>	<p>Students will be better prepared to succeed in their progression goals by focusing on the core transferable skills highlighted in the skills builder framework</p>

Priority / Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement
To increase skills provision linked to LSIP priorities	Introduce at least one new level 3 course aligned to the LSIP priorities, using the facilities and equipment created under the LSIF. This will help the acquisition and development of priority skills.
To upskill staff by improving the quality of support and training in LSIP priority areas through immersive industry placements	Teachers will become more confident in using industry standard equipment and delivering courses in LSIP priority areas

## Local Needs Duty

The College fully meets the Local Needs Duty with the Governing Body undertaking its annual 'duty to review' at its Autumn Focus Morning. This ensures that the curriculum offer continues to meet the local skills needs and is agile and responsive to any emerging need.

## Governing Body Statement

On behalf of Saint Francis Xavier Sixth Form College Board, it is hereby confirmed that the plan as set out in this Accountability Statement reflects an agreed statement of purpose, aims and objectives as approved by the Governing Body.

The plan will be published on the College's website within 1 months' of the start of the new academic year.



Chair of Governors



Principal & Chief Accounting Officer

Date: 30 JUNE 2024

Date: 30 JUNE 2024

# Related Documentation

- DfE colleges and local authority accountability agreement guidance 2024/25
- DfE Meeting skills needs: guidance on annual Accountability Agreements 2024/25 and the Local Needs Duty
- Greater London LSIP
- Central London Forward LSIP Annex
- South London Partnership LSIP Annex
- Central London Forward LSIF
- Central London Forward Inclusive and Sustainable Growth Strategy
- SFX Strategic Plan 2022-2025
- SFX Quality Improvement Plan