



CARMEL COLLEGE

Accountability Statement 2024-25

'The College Plan'

1. COLLEGE PURPOSE AND MISSION

The College's primary purpose is to be a 'Catholic College for the Community', providing an excellent sixth form education for young people aged 16-18 in St Helens, and the wider Liverpool City Region, in a 'caring, Christian environment', an education which enables these young people to progress successfully from the College to higher level destinations.

This is encapsulated in the College's Mission which is to be:

'a centre of educational excellence, opportunity, challenge and support within a caring, Christian environment'.

By fulfilling this Mission, every young person at the College will reach their absolute potential and will progress successfully from the College to higher level destinations, with the academic qualifications and the wider skills necessary for success in these higher-level destinations. For the majority of 18-year-olds at the College, their next step is Higher Education, and from there into their future careers in the national, regional or local economy.

2. STRATEGIC AIMS & OBJECTIVES

The current Strategic Plan covers the period 2022-2025. It was drawn up before the statutory duty to produce an annual Accountability Statement, detailing how the College's curriculum contributes towards meeting national, regional and local learning and skills needs, was placed on colleges (December 2022). The aims and objectives in this Accountability Statement align with the longer term aims and objectives of the College, as outlined in the College's Strategic Plan 2022-2025.

These are:

CONTEMPORARY To be a modern College prioritising sustainability and climate change; digital transformation; the learner journey from applicant to alumni; and first-class accommodation and resources

EDUCATIONAL EXCELLENCE To encourage creative, innovative and reflective approaches to curriculum intent; culture; leadership and governance; and meeting the skills needs of the region and nation

OPPORTUNITY To achieve outstanding levels of performance in all aspects of College life, including student outcomes

SUPPORT & CHALLENGE To ensure every individual feels part of the College community and plays an active role in this community

CHRISTIAN ENVIRONMENT To promote a welcoming, inclusive, supportive, challenging and caring College community, rooted in the Carmelite tradition*, and the teachings and example of Our Lord Jesus Christ, where the unique gifts and dignity of each individual are respected and treasured

*Carmelites seek to walk in the light of Christ, and to help those whom God sends into their lives to see that same light.

3. CONTEXT AND PLACE

The College is a single site Sixth Form College located in St Helens, Merseyside.

89% of 16–18-year-olds enrolled at the College come from the wider Liverpool City Region and 37% from St Helens. The Liverpool City Region, home to some of the most deprived areas in the country, including Knowsley, the second most deprived area in England, where 1 in 4 residents are classed as income deprived. 25% of the 16-18 cohort come from Knowsley. There are 1923 funded 16–18-year-olds in total enrolled at the College, recruited from over 100 different schools.

The College specialises in Level 3 Academic pathways to higher education and future careers and offers 44 Level 3 A level and Applied General Qualifications for the 16-18 cohort. GCSEs in Maths and English Language are offered, two key passport qualifications to higher education and future careers.

The College also offers Foundation Learning provision at both Entry Level and Level 1. 92% of the Foundation Learning cohort have an Education Health Care Plan (EHCP), and 70% have high additional learning support needs.

Of the Level 3 16–18-year-old cohort 10% have disclosed a learning difference or disability, of these 4% have high additional learning support needs.

The College also offers a diverse range of enrichment opportunities, both subject specific and cross college.

There is a University of the Arts, London (UAL) Foundation Diploma in Art offered at Level 4. The College also has a longstanding partnership with the University of Liverpool, which began in 1995. Carmel is an Associated College of the University and delivers Foundation Level courses to validated degree programmes at the university within the Faculty of Science and Engineering and the Faculty of Health and Life Sciences. Through the Foundation Level courses, the College has had success in widening participation to degree programmes in these two faculties.

Student outcomes are strong, and at Level 3 Advanced Level student outcomes are consistently in the top 25% of all schools and Colleges in England for value added performance.

75.6% of 16–18-year-olds studying at Level 3 Advanced Level progress from the College to university. 21.6% of Level 3 Advanced Level students' progress to universities within the Liverpool City Region and 44.8% to universities within the North-West region.

Almost exclusively, 16–18-year-old students on Education and Skills Funding Agency (ESFA) funded 16-19 Programmes of Study are full-time with a funding allocation of £10,868k for the College. Non ESFA funding totals £2,531k.

As a predominantly state funded College, the College intent is to be inclusive, and to recruit as many 16–18-year-olds from St Helens and the surrounding areas as can benefit from what the College has to offer. This intent is reflected in the College's entry criteria, and average GCSE point score on entry to Level 3 at the College in 2023 was 6.10 as opposed to a Sixth Form College average of 6.6 in 2022. Last available data. It is also reflected in a curriculum offered from Foundation level to Higher Education level.

St Helens is a local authority borough in the Liverpool City Region. The Liverpool City Region is a combined authority region in England, incorporating Liverpool and Sefton and the neighbouring local authority boroughs of Halton, Knowsley, St Helens and the Wirral. The combined authority is led by a Metro Mayor. The Liverpool City Region has an estimated combined population of 1.5 million.

Map of Liverpool City Region



There are five Chambers of Commerce within the Liverpool City Region (LCR). St Helens Chamber* was the recognised lead on the development of the Local Skills Improvement Plan (LSIP) for the Liverpool City Region. *Prior to going into administration March 2024.

The LCR LSIP report is the result of an extensive research project conducted over seven months by the five Chambers of Commerce in the Liverpool City Region, to identify the skills employers need most in the workplace, now and in the foreseeable future. The LSIP is mandated to focus on level 3 and higher skills. Garnering consistent and significant employer analysis and insights, the LSIP outlines the requirements of local employers, and makes actionable recommendations that could help Colleges and training providers to meet these needs. The Liverpool City Region LSIP adds value through the consistency of the message from employers, the preciseness of their insights, and the articulation of cross-cutting issues including a desire for access routes to higher education and focused courses that enable upskilling of employees

The LSIP for the Liverpool City Region was submitted to the Department for Education (DfE) May 31st 2023.

Identified Priority Sectors

- Manufacturing
- Construction
- Warehousing & Logistics
- Professional & Business Services

- Visitor Economy

Identified Future Sectors for further analysis

- Health & Care
- Green Jobs & Skills
- Freeport
- Life Sciences
- Early Years & Childcare
- Visitor Economy

Following the publication of the Emerging Priorities Report March 2023, businesses identified specially future skills required in the next five years of trading and identify skills for success.

- Communication Skills
- Digital & IT Skills
- Mathematical skills
- Automation and AI
- Green Skills

Equally valued by regional and local employers are wider skills such as a willingness to learn and to work hard, reliability, a positive attitude, an ability to work within a team, an ability to lead, and well-developed people and communication skills.

Recruitment was identified as the key way of ensuring that these skills uplift needs are met, with recruitment to be primarily focused on new apprentices and new graduates, and their talent to be nurtured in-house.

The ambition, as outlined in the Liverpool City Region: Plan for Prosperity, is that by 2035 there will be a well aligned skills needs and skills pipeline in the Liverpool City Region economy, leading to:

- Increased labour market participation (and economic activity at the national average of 79% from its current base of 76%)
- Improved levels of health equity (and good progress towards the government's target of at least five extra healthy, independent years of life)
- Transformed education (in particular, reducing the number of young people Not in Education, Employment or Training {NEETs}, and matching the national level of working people with NVQ4+ qualifications, 43% from a low base of 38%, alongside reducing those with no qualifications, from a high base of 9% to the national level of 6%)
- Demand for skilled labour is matched by supply
- Talent (particularly indigenous talent) is nurtured and retained (having more highly skilled people and graduates working in the Liverpool City Region's labour market is a key priority. 60% of graduates in the Liverpool City Region leave the region at the end of their studies) At a national level, the National Skills Priorities have recently been identified (April 2023).

These are all activity areas with high volume vacancies, which are only expected to increase:

- Construction (also Liverpool City Region)
- Manufacturing (also Liverpool City Region)
- Digital and Technology (also Liverpool City Region: short term 18-24 months)
- Health and Social Care (also Liverpool City Region)
- Haulage and Logistics
- Engineering (also Liverpool City Region)
- Science and Maths T Level Development is a key part of the government strategy for addressing the growing skills needs in these activity areas

4. APPROACH TO DEVELOPING THE PLAN

The Department for Education believe that stakeholder engagement is key to ensuring that the curriculum offered by a College is contributing to national, regional and local priorities for learning and skills. The Department for Education (DfE) therefore expects all Colleges to engage with a wide range of national, regional and local stakeholders, around priorities for learning and skills needs.

Carmel College engages with a wide range of national, regional and local stakeholders, and works collaboratively with them to ensure that the curriculum offered at the College is contributing to the national, regional and local priorities for learning and skills.

The College is an active member of the Sixth Form College Association (SFCA), the MAPLE Group (13 highly performing Sixth Form Colleges), the Association of Catholic Sixth Form Colleges (ACVIC), the North West Sixth Form Colleges Principals' Group, the St Helens Association of Secondary Headteachers (ASH) and the Archdiocese of Liverpool's Secondary Schools Improvement Trust (ALSSIT).

The College has been actively engaged, alongside other key stakeholders, in the in-depth consultation for the Local Skills Improvement Plan (LSIP) and has participated in focus groups and the Liverpool City Region LSIP conference. The College is also a member of the St Helens Safeguarding Children's Partnership.

Leaders at all levels within the College liaise actively with local schools, local employers and local higher education institutions. The College hosts an annual Employer and Higher Education Fair at the College. It also invites local employers and representatives of local Higher Education institutions to the College to participate in the annual quality review of courses at the College, at the beginning of the academic year, to help ensure that these courses are developing the knowledge (as appropriate) and the wider skills valued by employers and university admissions tutors.

The College has a formal partnership with the University of Liverpool and The University of the Arts, London. The College was an original member of 'Shaping Futures' group, a group of local Higher Education and Further Education institutions, who as part of the Office for Students University Connect Programme, aimed to boost Higher Education (HE) participation rates in the country's most disadvantaged areas, such as Knowsley. Carmel is also a member of the Higher Education University of Liverpool Schools and Colleges Advisory Group.

The majority of 18-year-olds at the College will leave the College to pursue an undergraduate degree course, and will enter the national, regional and local labour market as the career graduates these economies need. An increasing minority leave to service the higher-level apprenticeship pipeline.

The Skills & Careers Link Governor role has been instrumental in assisting with the development of the plan and acting as a critical friend at all stages.

5. CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES (FOR LEARNING AND SKILLS)

Objective 1

We will make a strong contribution to meeting the following identified local and regional skill sector priorities through the teaching of our Sixth Form curriculum:

- Advanced Bio Manufacturing and Life Sciences
- Engineering, Sustainable Innovation & Construction Management
- Business and International Trade Policy
- Digital & Creative including Visitor Economy

In a wider context, we will make a very significant contribution to national skills strategies:

- Improving the number of adults qualified to NVQ Level 4 or above
- Improving graduate retention and progression to employment from university. Providing a pipeline for talent to be nurtured and retained at a graduate level.

We continuously evaluate our core curriculum and personal development curriculum to better meet the skills needs of the Liverpool City Region and the progression requirements of our students. We strive to go beyond the teaching of the exam board specifications, we incorporate skills-based teaching, both in an academic sense and through the vast personal development curriculum.

Identified Skill sector or Priority	Local, Regional or National	Carmel Curriculum Alignment
Improving the number of adults qualified to NVQ Level 4 or above	Local, Regional and National	To provide transformative education through maintaining a value-added performance at Advanced Level in the top 25% of all schools and Colleges nationally (College Strategic Aim 2.1e 3.4a) The target is to secure an ALPS grade of 3 or above for student outcomes at Advanced Level in Summer 2024 to continue the excellent track record of successful value added at the College, which in turn enables more young people to progress to higher level destinations, including university, and in so doing helps to tackle social disadvantage.
Improving graduate retention and progression to employment from university. Talent is nurtured and retained at a graduate level.	Local, Regional and National	A broad programme of 44 Level 3 courses are offered in any combination to support successful progression to HE, apprenticeships and employment. To provide GCSE English and Maths resit courses to enable a Level 3 programme of study, this includes providing the opportunity to improve on grade 4 pass grades when linked to progression aims.

		To ensure all students have the opportunity for meaningful encounters within the academic curriculum supporting HE progression. In addition, our personal development curriculum and our extensive academic support, prepares students for success at university. HE progression figure 2023, 75.6%. The personal development curriculum includes Enrichment (Academic, Wellbeing and Competitive), the Higher Achievers+ programme, Work Experience placements and projects, Employer Engagements.
The curriculum is currently undergoing development through engagement from key stakeholders. The stakeholders are linked to emerging skills need outlined below. The stakeholders are key institutions and employers relevant to the need.		
Advanced Bio Manufacturing and Life Sciences	Regional and National	A broad programme of Level 3 study which could include: A Levels in Maths, Chemistry, Biology, Physics, PE, Computer Science, Psychology. BTEC Human Biology, Science, Health and Social Care, Engineering, Sport or Psychology.
Engineering, Sustainable Innovation & Construction Management	Regional	A broad programme of Level 3 study which could include: A Levels in Maths, Chemistry, Biology, Physics, Computer Science, Art & Design and Geography. BTEC Science or Engineering,
Business and International Trade	Regional and National	A broad programme of Level 3 study which could include: A Levels in Maths, Business Studies, Theology, Philosophy and Ethics, English, Politics, Law, Criminology, Sociology, Economics, History, Classical Civilisation, Computer Science and MFL. BTEC Business, IT
Digital & Creative including Visitor Economy	Regional and National	A broad programme of Level 3 study which could include: A Levels in English, Art & Design, Film, Media, Business, Sociology, Politics, MFL and Geography. Extended Diploma Creative Practice and Art Foundation, BTEC Business and Performing Arts,

In addition to the core stable curriculum which primarily serves students progressing to Higher Education, we continue to respond to the emerging skills needs locally and nationally. Recent innovative curriculum developments include:

- **Introducing the Extended Certificate in Engineering 2023-24** to increase the pipeline of Engineering graduates needed by the regional and local economy by 2035 to achieve the ambitions in the Liverpool City region: a Plan for Prosperity. Engineering is an identified National Skills Priority area too, an area with high volume vacancies
- **Introducing the T Level in Education and Early Years 2024-25** to address the workforce shortage identified locally in the LCR LSIP - future skills gap.
- **To continue to develop the HE ‘Year Zero’ offer through the introduction of the AHP and Nursing programme.** Since 1995 we have supporting progression to validated degree courses in the Faculties of Science and Engineering and Health and Life Sciences at the University of Liverpool. This will continue to help reduce the 5% gap in the number of people qualified to Level 4 and above in the Liverpool City Region (38% in the Liverpool City

Region compared to 43% nationally). It will also further widen participation in Higher Education, thereby helping to increase the pipeline of Science, Engineering and Health and Life Science graduates needed by the regional and local economy by 2035 to achieve the ambitions in Liverpool City Region: a Plan for Prosperity. Also needed by the national economy. Science, Engineering and Health and Social Care are all areas with high volume vacancies, expected to increase, and therefore are agreed across Government as National Skills Priority areas*

- **Continuous development of the Enrichment programme** linked to all the identified skills priority areas above supported through stakeholder engagement. Examples in the programme 2023-4 includes HA + Medicine, Dentistry and Veterinary pathway, Sign Language and First Aid qualifications linked to life Sciences skills gaps. Student initiated enrichments include Debating Society, Law Society, Student Council and, with the Confucius Institute, a Mandarin qualification, developing skills related to International Business and Policy.
- **Opportunities for all students to develop cultural capital, through the Literacy and Oracy strategy** with opportunities for all students to participate in public speaking, presentations and debates. All students have the opportunity to undertake the Extended Project Qualification developing further academic skills and supported to aspire to competitive university programmes. Classical Civilisation A Level is being introduced 2024-25 to offer a wider cultural curriculum.

Objective 2

Our Study programmes will focus sharply on the Liverpool City Region Local Need, as defined by the LCR in the Local Skills Report, Action Plan:

- Increasing the number of LCR residents meeting their education potential including achieving GCSE English and Maths.
- Decreasing the number of NEET residents in the LCR region.

And, specifically making a significant contribution to:

- Improve attainment in English, Maths and Digital skills. Improving the education potential, progression opportunities and work readiness of LCR residents.
- Working with employers to embed required future skills including STEM.
- Increase degree progression and then the retainment in the LCR region post-graduation.

Identified Skill sector or Priority	Local, Regional or National	Carmel Curriculum Alignment
Providing the opportunity to re sit GCSE English and Maths alongside a programme of study which meets progression aims.	Local and Regional	<p>Target is to support those without a qualification in English and/or Maths at Level 1 and/or 2 to achieve such a qualification during their time at Carmel College, to aid their progression to higher level study and employment</p> <p>The development of these essential skills up to Level 2, beyond compulsory education to 16, is a National Priority</p> <p>Success measure: More students leave the College in August 2024 with a formal Level 1 or Level 2 qualification in English or Maths than started with one in September 2023</p>
Decreasing the number of NEET residents in the LCR region	Local and Regional	<p>Supportive entry criteria and admissions process.</p> <p>Varied curriculum from entry level skills, level 1, 2, 3 and 4.</p> <p>Outstanding evidence of support, attainment and progression for all learners including disadvantaged groups.</p> <p>Continued use of the 16-19 fund to overcome Covid 19 related disadvantage.</p> <p>Careers advice and support from application – alumni. Support with FE, HE, Apprenticeship or employment with the personal development curriculum.</p> <p>Financial and pastoral support available to decrease barriers to education.</p>

<p>Improve attainment in English, Maths and Digital skills. Improving the education potential, progression opportunities and work readiness.</p>	<p>Local, Regional or National</p>	<p>We offer the opportunity to re sit or improve on your GCSE Maths and English grade.</p> <p>Whole college literacy and oracy strategy</p> <p>English, Maths and Digital skills embedded within all core Level 3 curriculum. to help ensure they are digitally proficient, and able to move successfully onto their next steps, for the majority higher education, and into the fourth industrial revolution (Klaus Schwab 2016), a revolution fuelled by the following rapid changes in technology: Artificial Intelligence; Internet of Things; Cobots; Augmented Reality and Virtual Reality; Big Data; 3D and 4D Printing.</p> <p>Digital skills are identified as important skills for investment (next 5 years) in the Liverpool City Region (Business Research Report March 2023).</p> <p>The development of enhanced Digital and Technology skills is also a National Skills Priority.</p> <p>People entering the Labour Market nationally, regionally and locally need to be digitally proficient to embrace the fourth industrial revolution</p> <p>Additional, Enrichment programmes include an accredited digital skills course. The Barclays Digital Eagles programme has been launched as an Enrichment Sept 2023.</p> <p>The development of digital skills is embedded across the curriculum and there is a skills focus for many departments. For example, one of our key Skills Stakeholders, Head of Digital, LFC</p>
<p>Working with employers to embed required future skills including STEM. Demand for skilled labour is matched by supply</p>	<p>Local, Regional and National</p>	<p>Key departmental and whole college stakeholders focused on enabling the development of the identified 'future skills' including STEM.</p> <p>Varied Enrichment curriculum focused on developing future skills including Chem Soc, Future Engineers and Future Architects.</p> <p>High Achievers coordinators in all Curriculum Areas including Science and Maths.</p> <p>Inspire Talks, employer and work-based engagements targeting raising aspirations in skill shortage areas e.g. Female Engineers –Inspire Talk with Female Civic Engineer from Vinci.</p>
<p>Increase degree progression and then retention in the LCR region.</p>	<p>Local and Regional</p>	<p>75.6% Progression to HE or FE in 2023 (improved from 72.9% 2022)</p> <p>Partnerships and progression opportunities with local universities including Scholars Pathway Programme with the University of Liverpool (Widening participation)</p> <p>353 University of Liverpool Year Zero students* See Future Skills in Objective 1.</p>

Objective 3

Our approach to meeting the skills need will be developed through our careers, work experience and employability programmes.

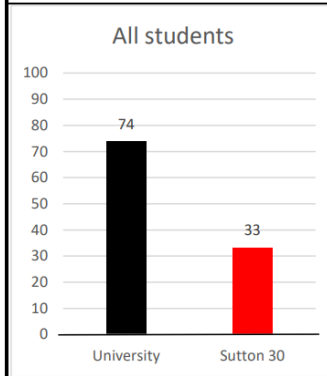
To develop through the curriculum the Top 10 wider employability skills identified by the World Economic Forum and ensure our students can be work and Higher Education ready.

- To promote a rich and varied super and extra Curriculum to ensure students can develop skills require to secure competitive progression.

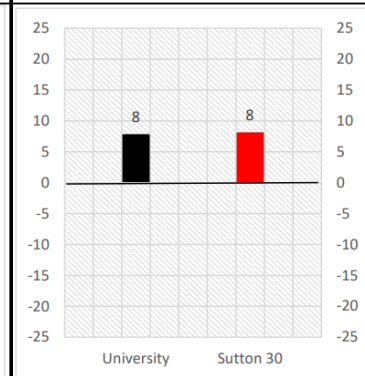
From the first encounter with Carmel through to progressing to their destination we ensure we provide an outstanding service which develops ambition and prepares them for the world of work.

Identified Skill sector or Priority	Local, Regional or National	Carmel Curriculum Alignment
To develop through the curriculum the Top 10 wider employability skills identified by the World Economic Forum and ensure our students can be work and Higher Education ready.	National and International	Our target is to embed these skills in curriculum delivery to ensure young people at the College develop the wider employability skills regional and local employers identify as a need, and value equally alongside specific career knowledge and technical skills, given how rapidly the world of work is changing (and with people often making 4-5 career changes in their lifetime). These transferable wider skills are key to sustained future employability
<p>To promote a rich and varied Super and Extra Curriculum to ensure students can develop skills require to secure competitive progression.</p> <p>To continue to provide an excellent pathway to higher education, with more students securing university places</p>	Local and Regional	<p>Target for 2024 is to maintain the high percentage of students securing and then progressing to a university place at around 75%, to help increase (longer term) the pipeline of graduates needed by the national, regional and local economy, and to promote Social Mobility.</p> <p>Research by the Sutton Trust shows that young people from disadvantaged backgrounds, (46% of Carmel student reside in widening participation postcode areas, 23% Polar 1 entries at Carmel College [destinations 2023]) are more likely to be socially mobile, if they go to university.</p> <p>This will also help to increase the number of people qualified to Level 4 and above in the Liverpool City Region, and thereby help to close the 5% gap between the 38% qualified to Level 4 and above in the Liverpool City Region, and the 43% national average.</p> <p>Success measure: Target for positive destination to a higher level of study (degree level or degree apprenticeship level) is met</p> <p>Update: Outstanding destination data. Sixth Dimensions: Destinations 2023</p>

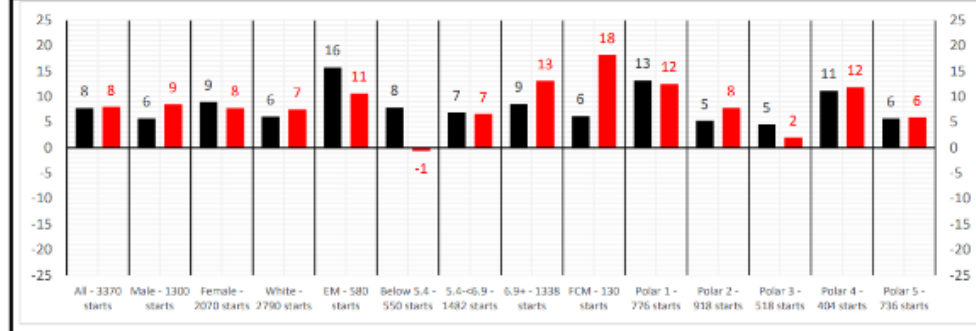
(2) Raw Performance (%)



(3) Value Added Scores (%)



(3) Performance by E&D Category



6 LOCAL NEEDS DUTY

We make a *strong* contribution to local, regional and national skills needs and the above are our priority actions to strengthen this contribution. Working in partnership with other education and skills providers in St Helens and the Liverpool City Region we believe we support the development of required skills and participate fully in responding to the LSIP and all other relevant strategy/plans in order to improve the skills and the ambitions of our young people.

CORPORATION STATEMENT

On behalf of the Carmel College Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 26th March 2024

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

Chair of Governors
Helen Stevenson



Date: March 2024

Principal/Chief Accounting Officer
Janet Gater



Date: March 2024

REFERENCE TO RELEVANT SUPPORTING DOCUMENTATION

- DfE, Meeting Skills Needs: Guidance on Annual Accountability Agreements 2024/25 and the Local Needs Duty – December 2023
- DfE, Published Accountability Statements 2023 to 2024 – January 2024
- Carmel College Strategic Plan 2022-2025. This can be located on the College website
- Introduction of T levels – GOV.UK (www.gov.uk)
- Liverpool City Region. Local Skills Improvement Plan: Business Research Findings. Funded by the DfE

- Liverpool City Region, Local Skills Improvement Plan: May 2023
- Liverpool City Region. Employment and Skills Leads: Update on Local Skills Improvement Plan. January 2023
- The Fourth Revolution Klaus Schwab 2016
- The Liverpool City Region: Plan for Prosperity
- The World Economic Forum Top 10 Skills for 2025
- Universities and Social Mobility - Sutton Trust November 2021

