



CARMEL COLLEGE

Accountability Statement 2025-26

'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.

The College attracts students from St Helens, across the wider Liverpool City Region and beyond. 32% of the 16–18-year-olds enrolled at the College come from St Helens, the 27th most deprived local authority nationally, and 89% from the wider Liverpool City Region. The Liverpool City Region is home to some of the most deprived areas in the country, including Knowsley and Liverpool, the second and third most deprived areas in England. 14% and 38% of the College's 16-18 cohort were from Knowsley and Liverpool respectively in 2023-2024. A significant number of our 16-19 cohort therefore live in boroughs with elevated levels of income deprivation, with the proportion of the population described as income-deprived in St. Helens 17%, Knowsley 32% and Liverpool 18%. In total, 55% of students live at an address which indicates that they experience poverty and deprivation daily, with the household described as deprived in two dimensions. The proportion of students from Black and Minority Ethnic groups at the College is 19%, which is higher than that of St Helens (98% white). In the academic year 2023-2024 the College recorded 1,925 funded 16–18-year-olds in total enrolled at the College, recruited from over 100 different schools. Additionally, there are 364 Higher Education students enrolled.

The College specialises in Level 3 Academic pathways to higher education and future careers and offers 46 Level 3 A level and Applied General Qualifications for the 16-18 cohort. GCSEs in Mathematics and English Language are also offered, two key passport qualifications to higher education and future careers.

Of the 1,112 new Level 3 students enrolled in 2024, 90% came with 5 or more GCSEs at Grades 9-4, including GCSE English and Maths, 55 students did not have GCSE English Language at Grade 4 or above, and 53 students did not have GCSE Maths. At Level 3, 50% are studying all A levels programmes; 16% are studying all Applied General Qualifications and BTEC qualifications; and 34% are studying a combination of A levels and other programmes.

The College offers a Foundation Learning provision; 47 of the Foundation Learning cohort have an Education Health Care Plan (EHCP) and, of these, 34 have additional learning support needs attracting a higher level of funding (HNF). In the broader Level 3 16–19-year-old cohort, 261 students have a disclosed learning difference or disability, and of these, 10 students have high additional learning support needs. There are 27 students in receipt of an EHCP across level 3 provision.

There is a University of the Arts, London (UAL) Foundation Diploma in Art offered at Level 4. The College has a long-standing partnership with the University of Liverpool, which began in 1995. Carmel is an Associated College of the University and delivers Access to Year 1 (Y0) courses with clear progression to validated degree programmes at the university within the Faculty of Science and Engineering and the Faculty of Health and Life Sciences. Through these courses, the College is successful in widening participation to degree programmes in these two faculties. The College also has a longstanding partnership with a Premier Football Club, Everton FC, and delivers Level 3 programmes to their apprentices, acting as a sub-contractor.

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. 73.4% of 16–18-year-olds studying at Level 3 Advanced Level progress from the College to university. 35.8% of Level 3 Advanced Level students' progress to universities within the Liverpool City Region, and 42% to universities within the North-West region.

The majority of 16–18-year-old students on the Education and Skills Funding Agency (ESFA) funded 16-19 Programmes of Study are full-time, with a small number part-time (20) for health and well-being reasons. The funding allocation for 2023-24 was £11,107k inclusive of £98k Tuition Fund and £369k Bursary

and free meals funding. Other funding totals £2,996k.

As a predominantly state funded College, in a local area where the attainment 8 score of young people leaving school, including GCSE English and Maths, remains below the national average, the College intent is to be inclusive, and to attract as many 16–18 year olds from St Helens, and the surrounding areas, as can safely be accommodated, and can benefit from the curriculum offered by the College. This intent is reflected in the broad, ambitious, challenging and varied curriculum offered by the College, from pre-entry level to Higher Education level. The College's average GCSE point score on entry to Level 3 Advanced Level study is in line with the national average.

The College works closely with schools in St Helens, and the wider Liverpool City Region, and is an active member of the St Helens Association of Secondary Headteachers (ASH) Group, the Archdiocese of Liverpool's Secondary School Improvement Trust (ALSSIT), as well as regionally, an active member of the North West Sixth Form Colleges Principals' Group, and nationally, an active member of the Sixth Form Colleges' Association, the Maple Group and the Association of Catholic Sixth Form Colleges.

The College also contributes and participates in activities related to the Liverpool City Region LSIP. We work closely with Liverpool Chamber, the ERB for the Liverpool City region. We have developed several skills stakeholders and employer links through participation in the LSIP conference 2024 and as a board member of the St Helens Growth Board.

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 1.6 million.

Map of Liverpool City Region



There are four Chambers of Commerce within the Liverpool City Region (LCR).

The Local Skills Improvement Plan (LSIP) identifies and addresses the skills needs of the Liverpool City Region. It connects employers, education providers, and key stakeholders. Led by designated Employer Representative Bodies (ERBs), LSIPs aim to drive collaboration to prioritise and implement actionable strategies tailored to local skills demands.

The Liverpool Chamber of Commerce oversees the LSIP funded by the Department for Education (DfE). Through initiatives like Industry Learning Partnerships (ILPs) and Local Skills Improvement Funds (LSIF), the LSIP promotes workforce development aligned with regional economic growth.

LCR LSIP goals:

- Strengthen Collaboration: Engage employers, education providers, and stakeholders to co-create sustainable solutions.
- Bridge Skills Gaps: Align training programs with industry needs across key sectors such as Construction, Manufacturing, Logistics, and Professional Service

The LSIP for the Liverpool City Region was submitted to the DfE on May 31st 2023. The Liverpool City Region Local Skills Improvement Plan (LSIP) Progress Report was published in October 2024.

Priorities of the Liverpool City Region – Identified in the Liverpool City Region Local Skills Improvement Plan (LSIP) Progress Report, October 2024

The following table sets out the priority sectors that were identified in the Liverpool City Region LSIP in 2023, indicating cross over with the new Long-Term Skills Plan for the region, and the national Industrial Strategy.

LCR LSIP 2023	LCR Long Term Skills Plan	National Industrial Strategy
Construction (NB due to employer feedback, this priority will be known as 'Infrastructure, Built Environment and Construction')	Green Jobs and Skills Encompasses renewable energy, retrofitting, electric vehicle infrastructure, hydrogen fuel transition, and potential tidal energy projects.	Clean Energy Industries
Manufacturing The sector, broadly defined, covers a wide range of activity including chemicals and pharmaceuticals, automotive, metal products, electronics and manufactured fuels. This includes Advanced Manufacturing	Freeport The Liverpool City Region Freeport aims to create 10,000 new jobs by leveraging tax incentives and customs benefits, focusing initially on logistics roles with plans to expand into manufacturing.	Advanced Manufacturing Digital and Technologies
Warehousing & Logistics		
Professional and Business Services		Professional and Business Services Financial Services Digital and Technologies
Visitor Economy	Visitor Economy	

In addition to the priorities outlined in the LSIP and the LSIP Progress report. 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), member of the St Helens Growth board and attended 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
- Professional and Business Services
- 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	<p>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)</p> <p>The target is to secure an ALPS grade of 3 or above for student outcomes at Advanced Level in Summer 2025 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.</p>
Improving graduate retention and progression to employment from university. Talent is nurtured and retained at a graduate level.	Local, Regional and National	<p>A broad programme of 46 Level 3 courses are offered in any combination to support successful progression to HE, apprenticeships and employment.</p> <p>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.</p> <p>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 2024, 73.4%. The personal development curriculum includes Enrichment (Academic, Wellbeing and Competitive), the Higher Achievers+ programme, Work Experience placements and projects, Employer Engagements.</p>
<p>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.</p>		
Advanced Bio Manufacturing and Life Sciences	Regional and National	<p>A broad programme of Level 3 study which could include:</p> <p>A Levels in Maths, Chemistry, Biology, Physics, PE, Computer Science, Psychology.</p> <p>Vocational qualifications in Human Biology, Science, Health and Social Care, Engineering, Sport or Psychology.</p>
Engineering, Sustainable Innovation & Construction Management	Regional	<p>A broad programme of Level 3 study which could include:</p> <p>A Levels in Maths, Chemistry, Biology, Physics, Computer Science, Art & Design and Geography.</p> <p>Vocational qualifications in Science or Engineering,</p>
Professional & Business Services	Regional and National	<p>A broad programme of Level 3 study which could include:</p> <p>A Levels in Maths, Statistics, Business Studies, Theology, Philosophy and Ethics, English, Politics, Law, Sociology, Economics, History, Classical Civilisation, Computer Science and MFL.</p> <p>Vocational qualifications in Criminology, Business, IT</p>
Digital & Creative including Visitor Economy	Regional and National	<p>A broad programme of Level 3 study which could include:</p> <p>A Levels in English, Art & Design, Film, Media, Business, Sociology, Politics, MFL and Geography.</p> <p>Vocational qualifications in Art & Design, Business and Performing Arts,</p>

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:

- **Level 3 Reform.** Ensuring all new AAQ qualification are developed through stakeholder partnerships, responding to skills shortages through curriculum mapping. The new AAQ qualifications included Engineering, Health and Social Care, IT & Data Analytics, Applied Science and Human Biology.
- **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
-
- **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 2024-5 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 has been successfully 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 2025-6 with a formal Level 1 or Level 2 qualification in English or Maths than started with one in September 2023-4</p>
Decreasing the number of NEET residents in the LCR region	Local and Regional	<p>Supportive entry criteria and admissions process. 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>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.</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>73.4% Progression to HE in 2024</p> <p>Partnerships and progression opportunities with local universities including Scholars Pathway Programme with the University of Liverpool (Widening participation)</p> <p>364 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.

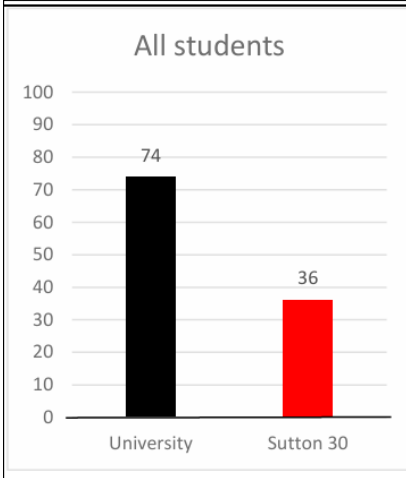
To develop through the curriculum the Top 10 wider employability skills identified by the World Economic Forum and ensure our students can be work and Higher Education ready.

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

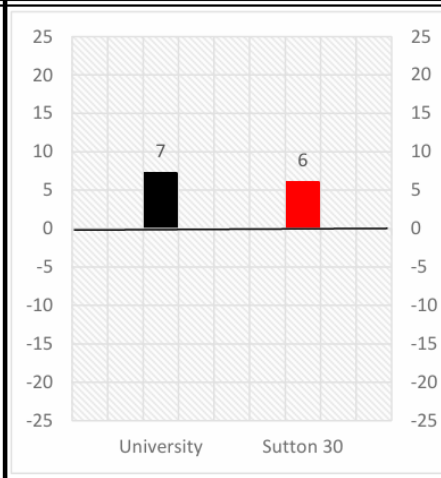
From the first encounter with Carmel through to progressing to their destination we ensure we provide an outstanding service which develops ambition and prepares them for the world of work.

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
To promote a rich and varied Super and Extra Curriculum to ensure students can develop skills require to secure competitive progression. To continue to provide an excellent pathway to higher education, with more students securing university places	Local and Regional	Target for 2025 is to maintain the high percentage of students securing and then progressing to a university place or higher level apprenticeship to 78%, to help increase (longer term) the pipeline of graduates needed by the national, regional and local economy, and to promote Social Mobility. 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. Success measure: Target for positive destination to a higher level of study (degree level or degree apprenticeship level) is met Update: Outstanding destination data across all E&D categories for University and Sutton 30 Sixth Dimensions: Destinations 2024 A Level

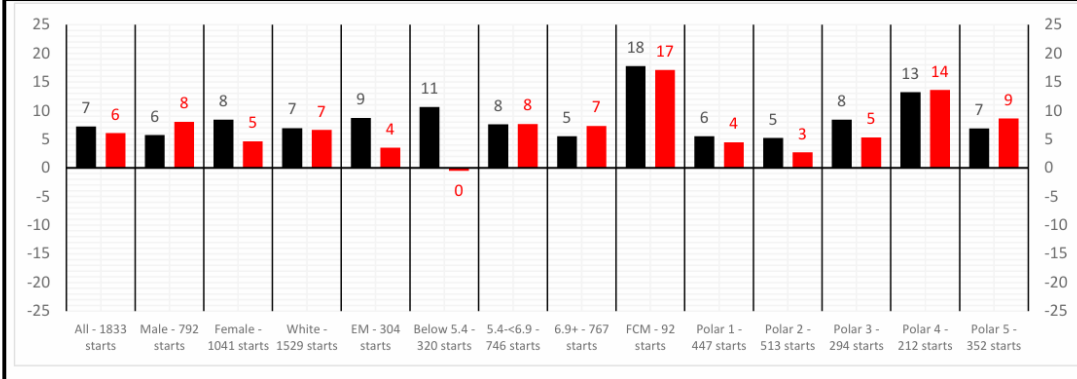
(2) Raw Performance (%)



(3) Value Added Scores (%)



(3) Performance by E&D Category



6 LOCAL NEEDS DUTY

We make a *reasonable* 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 25 March 2025

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 2025

Principal / Accounting Officer
Janet Gater



Date: March 2025

REFERENCE TO RELEVANT SUPPORTING DOCUMENTATION

- DfE, Meeting Skills Needs: Guidance on Annual Accountability Agreements 2025-26 and the Local Needs Duty – January 2025
- 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
- Liverpool City Region, Local Skills Improvement Plan (LSIP) Progress Report. October 2024
- Liverpool City Region. Long Term Skills Plan, September 2024
- 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

