



CARMEL COLLEGE

Accountability Statement 2026-27

'The College Plan'

1. College Purpose and Mission

The College's primary purpose is to be a 'Catholic College for the Community', providing an exceptional 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.

2. Strategic Context and Alignment

Statutory Purpose and Accountability

This Accountability Statement fulfils Carmel College's statutory duty under section 52B of the Further and Higher Education Act 1992 (as amended) to publish a clear statement of how its provision makes a reasonable contribution to local, regional and national skills needs. It sets out how the College's curriculum intent, implementation and impact align with employer-defined priorities, public funding expectations and the College's agreed strategic role as a specialist sixth form provider.

This Accountability Statement supports delivery of the Carmel College Strategic Plan 2025–2028, structured around six strategic priorities:

1. Ethos – Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment.
2. Curriculum – Provide students with an ambitious, inclusive and well-balanced curriculum which delivers an outstanding educational experience and enables progression to positive destinations.
3. Quality – Provide students with an outstanding educational experience, built upon excellent teaching and learning, to enable progression to positive destinations.

4. Student Support – Provide support, care and guidance to enable all students to complete and achieve on their programme of study and progress successfully into positive destinations.
5. People – Recruit and retain a high calibre of happy and healthy staff in order to provide the best experience for our students.
6. Sustainability – Secure the future of the college by prioritising financial security, first-class accommodation and resources, environmental sustainability and local/national reputation.

The Strategic Plan places curriculum excellence, progression to positive destinations, social mobility and workforce relevance at its core. This Accountability Statement sets out how Carmel College's curriculum offer and associated activity contribute directly to national, regional and local skills priorities, in line with the statutory Local Needs Duty.

3. Context and Place

The contextual information below is provided to enable stakeholders, funding bodies and inspectors to understand the starting points and characteristics of the learner cohort, and to assess the reasonableness, appropriateness and impact of the College's contribution to local, regional and national skills priorities in line with statutory accountability guidance.

Carmel College is a Catholic sixth form college operating from a purpose-built campus in St Helens, Merseyside, serving young people aged 16–19 from St Helens and across the wider Liverpool City Region (LCR). The College exists as a *Catholic College for the Community*, providing an outstanding sixth form education within a caring Christian environment that enables students to progress confidently to higher-level destinations.

The College operates within a region characterised by significant socio-economic challenge. The Liverpool City Region contains some of the most deprived local authority areas in England, and a substantial proportion of Carmel's students live in communities experiencing income deprivation and multiple disadvantage. St Helens, Liverpool and Knowsley together account for a large share of the College's intake, and a significant number of learners live in households classified as deprived in two or more dimensions. This context underpins Carmel's strong commitment to inclusion, social mobility and widening participation.

Carmel College serves a large, diverse and aspirational learner population. In 2025–26, the College enrolled over 2,244 funded students aged 16–19, alongside more than 300 higher education students. The proportion of students from Black and Minority Ethnic backgrounds is significantly higher than that of the local authority area, reflecting the College's inclusive intake and regional reach.

In 2025 we offered 44 Level 3 A level and Applied General Qualifications for the 16-19 students which can be studied in any combination to create a pathway to future careers progression. GCSEs in Maths and English Language are offered, two key passport qualifications to higher education and future careers.

The College specialises in Level 3 academic and applied general pathways, offering a broad and ambitious curriculum designed to prepare students for progression to higher education, degree apprenticeships and professional careers. At Level 3, students follow A Level, Applied General or mixed programmes aligned with their ambitions. Of the Level 3 2025-26 16–18-year-old cohort 14.2% have disclosed a learning difference or disability, of these 0.2% have high additional learning support needs. Carmel also offers Foundation Learning provision for students with additional needs, 100% of the Foundation Learning cohort have an Education Health Care Plan (EHCP), and 76.1% have high additional learning support needs. Carmel is highly successful in enabling all students to achieve strong outcomes and progress to positive destinations. The College's inclusive curriculum model ensures that all learners — regardless of background or starting point are supported to make excellent progress.

Additionally, we offer the Level 4 UAL Art Foundation Diploma and long-established higher education “Year Zero” programmes delivered in partnership with the University of Liverpool, supporting progression into Science, Engineering, Health and Life Sciences degrees.

Student outcomes at Carmel College are consistently strong. Value added performance at Level 3 is sustained in the top quartile nationally, and progression to higher education is exceptionally high with 86.9% in 2025, with the majority of students progressing to competitive university destinations, including a growing number within the Liverpool City Region. This reflects the College's dual focus on academic excellence and place-based impact, ensuring that local and regional skills pipelines are strengthened while students retain freedom of choice in pursuing national and global opportunities.

As a predominantly state funded college operating within an area of entrenched disadvantage, Carmel College's curriculum intent is deliberately inclusive, ambitious and future facing. The College seeks to attract as many young people as can safely be accommodated and who can benefit from its offer, providing them with the knowledge, skills, confidence and digital capability required to succeed in higher education and in the evolving labour market shaped by technological and economic change.

Position on Qualifications Reform and T Levels

The College has reviewed the role of T Levels and other technical and vocational qualifications within its provision. As a specialist sixth form college focused on high-quality academic and applied general education leading primarily to higher education and higher-level professional pathways, Carmel College does not currently deliver T Levels in the 2025–26 academic year. However, the College continues to market a T Level in Education and Early Years for enrolment from August 2026 (third consecutive year).

This position reflects analysis of student demand, progression outcomes, staffing expertise, employer placement capacity and the College's established role within the local skills system. The position is reviewed annually through curriculum planning, Local Skills Improvement Plan engagement and governance oversight to ensure continued alignment with local need and national reform.

Liverpool City Region Skills Priorities (LSIP 2.0 Focus)

Carmel College is an active partner in the Liverpool City Region Local Skills Improvement Plan (LSIP), led by the Liverpool Chamber of Commerce as the Employer Representative Body. The College engages with LSIP consultations, progress reviews and sector-led discussions to ensure curriculum intent and delivery reflect employer-defined need.

The LSIP 2.0 review (May 2026) highlights a clear shift in local skills demand, with employers emphasising digital confidence and AI capability as a baseline across all sectors; persistent progression bottlenecks into technician, supervisory and first-line management roles; weaknesses in applied job-readiness and practical competence; and the need to embed digital, data and AI-enabled tools within sector-specific training rather than treating them as standalone skills.

Tier 1 LSIP priorities of particular relevance to Carmel College students' progression pathways include Advanced Manufacturing and Clean Energy; Construction and the Built Environment; Professional and Business Services (including Financial Services); Health, Life Sciences and Care Tech; Creative Industries; with Digital Transformation and AI as a cross-cutting theme.

As a specialist sixth form provider, Carmel College contributes primarily through high-quality Level 3 education that prepares students to progress successfully into higher-level technical, professional and leadership routes (Levels 4–6), rather than through direct entry-level occupational training.

4. Approach to Developing the Plan

Carmel College engages actively with national, regional and local stakeholders to ensure its curriculum contributes appropriately to skills priorities and local need. This includes participation in the Liverpool City Region Local Skills Improvement Plan (LSIP), engagement with employer and higher education partners, and collaboration through sector bodies including SFCA, MAPLE and ACVIC. Curriculum planning and review are informed through employer engagement, higher education partnerships and LSIP intelligence, with governance oversight provided through the Skills and Careers Link Governor.

Partnership Working

Carmel College works collaboratively with:

- Liverpool City Region LSIP partners and the St Helens Growth Board
- Local and national employers
- Universities, including the University of Liverpool, Liverpool John Moores University and UAL
- Schools and other colleges across St Helens and the Liverpool City Region
- Sector bodies and professional organisations including SFCA and the Maple Group.

These partnerships inform curriculum review, enrichment activity and progression planning, and ensure our offer remains relevant, ambitious and responsive.

5. Summary of Carmel College's Contribution to Skills Needs

- Primary contribution: progression from Level 3 to Level 4 and above.
- Learner focus: predominantly 16–19 study programmes.
- Destination focus: higher education, degree and higher apprenticeships, professional employment
- Priority curriculum areas: Advanced Manufacturing and Clean Energy; Construction and the Built Environment; Professional and Business Services (including Financial Services); Health, Life Sciences and Care Tech and Creative Industries.
- Cross-cutting skills: digital and AI capability, literacy and oracy, employability, independent learning

6. Contribution to National, Regional and Local Priorities (for learning and skills)

Objective 1: Progression to Higher Level Skills and Productivity Driving Pathways (Level 4+)

Carmel College's primary contribution to national, regional and local skills needs is to enable high levels of successful progression from Level 3 study into higher-level education, training and employment, strengthening the pipeline of talent qualified to Level 4 and above.

In line with the Liverpool City Region LSIP's emphasis on progression, productivity and graduate retention, the College will:

- Strive to sustain top-quartile national value-added performance across A Level and Applied General programmes, ensuring strong academic progress for students with a wide range of starting points.
- Provide GCSE English and Mathematics resit and grade improvement opportunities, enabling students to access and succeed on a Level 3 programme of study where this supports progression aims.
- Ensure all students benefit from meaningful academic and enrichment encounters that support higher education readiness and aspiration.
- Deliver a comprehensive personal development, enrichment, and academic support programme, including Academic, Wellbeing and Competitive enrichment, the Higher Achievers+ programme, work experience placements, applied projects, and employer and higher education engagement.
- Provide opportunities for all students to develop cultural capital, including a whole college literacy and oracy strategy and access to the Extended Project Qualification (EPQ) to support progression to competitive university programmes.
- Maintain exceptionally high progression rates to higher education (86.9% HE progression in 2025), alongside growing progression into higher level and degree apprenticeships.

- Contribute directly to increasing the proportion of the workforce qualified to NVQ Level 4 and above, supporting regional productivity and social mobility.
- Support graduate retention and progression into skilled employment, providing a sustained pipeline of talent equipped to contribute at graduate level.

Through high-quality Level 3 education, targeted academic support, cultural enrichment and sustained progression outcomes, Carmel College plays a strategic role in developing future graduates who are well prepared for higher-level study, employment and long-term career success. This approach supports LSIP ambitions to address progression bottlenecks between Levels 3 and 5 by ensuring learners are academically, digitally, and professionally prepared to succeed at higher levels of study and training

Success against this objective will be measured through value-added performance, student achievement and retention, higher education and apprenticeship destination data, analysis of progression quality, learner feedback, and external validation through inspection and partner evaluation.

Objective 2: Alignment to LSIP Priority Sectors with Embedded Digital and AI Capability

Carmel College will align its Level 3 curriculum to LSIP priority sectors by delivering academically rigorous progression routes with embedded digital, data, and AI capability across all subject areas.

As a specialist sixth form provider, Carmel's contribution focuses on preparation for successful progression, rather than entry level occupational training. The College will:

- Align curriculum pathways to relevant LSIP Tier 1 priority sectors:
Advanced Manufacturing and Clean Energy; Construction and the Built Environment; Professional and Business Services (including Financial Services); Health, Life Sciences and Care Tech; and Creative Industries.
- Embed digital competence and AI literacy across all Level 3 programmes as core, transferable capabilities.
- Ensure students can apply technology, data and AI tools critically and ethically, consistent with LSIP findings on applied digital skills gaps.
- Use employer engagement, higher education partnerships and LSIP intelligence to inform curriculum review, enrichment and progression planning.
- Prepare students for AI-enabled, regulated and technologically evolving sectors, supporting long-term workforce adaptability and productivity growth.

Alignment of Carmel College Level 3 Provision with LSIP Priority Sectors

LSIP Priority Sector	Relevant Carmel College Level 3 Provision	Contribution to LSIP Priority Sectors	Contribution to LSIP Cross-Cutting Priorities (AI, Digital, Regulation, Productivity)
Advanced Manufacturing and Clean Energy	A Levels in Mathematics, Further Mathematics, Physics, Chemistry, Biology, Computer Science; Applied Science; Engineering; Human Biology	Provides strong academic preparation for progression into engineering, manufacturing, clean energy, and related STEM degrees and higher level apprenticeships aligned to regional growth sectors.	Embeds digital, analytical and data skills foundational to automation-enabled and AI-supported environments. Develops problem-solving, systems thinking and scientific literacy underpinning productivity, regulatory compliance, and Net Zero transition.
Construction and the Built Environment	A Levels in Mathematics, Physics, Geography, Computer Science, Engineering, 3D Design, Art & Design	Prepares students for progression into architecture, civil engineering, construction management, quantity surveying and sustainable built-environment pathways.	Develops digital confidence, spatial reasoning and analytical capability supporting future BIM enabled, regulated and safety critical working environments.
Professional and Business Services (including Financial Services)	A Levels in Mathematics, Economics, Business Studies, Law, Criminology, Politics, Sociology, History, English Language, English Literature; Computer Science	Provides academically rigorous preparation for progression into finance, law, economics, management, consultancy, and data enabled professional careers.	Embeds applied digital confidence, data literacy, ethical reasoning, and communication skills aligned to AI-enabled professional services. Supports LSIP priorities around regulation, compliance, supervisory capability, and productivity growth.
Health, Life Sciences and Care	Biology, Chemistry, Human Biology, Applied Science, Psychology, Health & Social Care, PE & Sport, Mathematics; linked HE Year Zero provision	Supports progression into medicine, dentistry, nursing, allied health professions, biomedical science, and life sciences degrees aligned to regional workforce demand.	Develops analytical reasoning, evidence-based practice and digital confidence needed in highly regulated, technologically advancing health and care systems.
Digital and Creative Industries	Computer Science, IT, Media Studies; Film Studies, Art (Fine Art, 3D Design, Graphic Design, Photography, Fashion & Textiles), Performing Arts, English	Prepares students for progression into digital technology, creative media, design, content production, and cultural and creative industries.	Embeds digital production, creative technologies, and AI awareness as core capabilities. Develops fusion skills combining creativity, communication and digital literacy, supporting productivity and work readiness in project led and portfolio-based careers.

Carmel College's contribution to the Liverpool City Region Local Skills Improvement Plan is progression-led rather than entry-level focused. As a specialist sixth-form college, Carmel delivers high-quality Level 3 academic and applied programmes that equip students with the digital, analytical, cognitive, and transferable skills required to progress successfully into higher education, higher-level apprenticeships, and professional training. Through strong value-added performance, embedded digital and AI capability, attention to regulatory and ethical awareness, and a sustained focus on productivity-driving skills such as communication, problem-solving and independent learning, Carmel College provides a critical pipeline of talent qualified to Level 4 and above. This approach directly supports LSIP system-level priorities around workforce progression, applied capability at point of progression, and long-term regional productivity.

Success against this objective will be measured through value-added performance, student achievement and retention, higher education and apprenticeship destination data, analysis of progression quality, learner feedback, and external validation through inspection and partner evaluation.

Objective 3: Job Readiness, Employability and Global Skills

In response to LSIP evidence highlighting the need for improved work readiness and applied capability at the point of progression, Carmel College will strengthen employability, literacy, oracy, and global competence across all study programmes.

The College will:

- Develop, through the curriculum, the Top 10 wider employability skills identified by the World Economic Forum for 2030, ensuring students are work- and Higher Education ready.
- Embed digital confidence and AI awareness across curriculum and enrichment, supporting ethical and effective participation in AI enabled environments.
- Continue to implement an evolving whole college Literacy and Oracy strategy, ensuring all students can communicate with clarity and confidence.
- Strengthen the partnership with Voice 21, supporting the College's ambition to become a Sixth Form Centre of Excellence for Oracy.
- Provide structured opportunities for public speaking, presentations and debate within curriculum and enrichment.
- Develop global language skills and international cultural awareness through partnership with the Confucius Institute at the University of Liverpool, including access to Mandarin learning and recognised external qualifications.
- Deliver an extensive personal development, careers, and enrichment programme, including employer engagement, work experience, and leadership opportunities.
- Build confidence, cultural capital and leadership capability, supporting inclusive progression to competitive destinations

Taken together, Objectives 1–3 set out how Carmel College's curriculum intent, delivery and outcomes support sustained learner progression, social mobility and productivity growth through academic excellence, applied capability and strong preparation for higher level destinations.

Success against this objective will be measured through value-added performance, student achievement and retention, higher education and apprenticeship destination data, analysis of progression quality, learner feedback, and external validation through inspection and partner evaluation.

7. Monitoring and Review

Impact against this Accountability Statement is monitored through:

- Student achievement, retention and progression data
- Destination outcomes (HE, apprenticeships and employment)
- Curriculum review and self-assessment processes
- Employer and partner feedback
- Alignment with KPIs in the Strategic Plan 2025–2028

Monitoring also considers learners' preparedness at the point of progression, including confidence in academic study, communication, digital capability and independent learning, as evidenced through destination quality, learner feedback and higher education and employer partner evaluation.

The statement is reviewed annually to ensure continued alignment with LSIP updates, national policy and local need. These objectives and review arrangements support the intent, implementation and impact principles of the Education Inspection Framework for further education and skills.

8. Special Educational Needs and Disabilities (SEND) Funding

At the time of writing, SEND funding allocations for the forthcoming academic year have not yet been confirmed. The Senior Leadership team and governing body assures itself through regular reporting that SEND funding is deployed effectively, represents value for money, and supports high-quality inclusive teaching, reasonable adjustments, specialist interventions and positive progression outcomes for learners with SEND.

9. Local Needs Duty

Carmel College makes a strong and proportionate contribution to meeting local, regional and national skills needs, appropriate to its role as a specialist sixth form college focused on preparation for progression rather than entry-level occupational training. These priorities reflect the College's predominantly 16–19 learner cohort and Carmel College's statutory role as a specialist sixth form provider, focusing on preparation for progression rather than entry-level occupational training. 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.

10. 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 30 June 2026. Compliance with the Local Needs Duty has been confirmed as part of this process as set out above.

The plan will be published on the College's website within three months of the start of the new academic year and can be accessed [here](#).

Chair of Governors

Helen Stevenson

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Date: 30 June 2026

Principal/Chief Accounting Officer

Janet Gater

A handwritten signature in dark ink, appearing to read 'JA Gater', written over a horizontal line.

Date: 30 June 2026

REFERENCES TO RELEVANT SUPPORTING DOCUMENTATION

- **Department for Education (DfE)**, *Further Education and Skills Inspection Toolkit*, 2025
https://assets.publishing.service.gov.uk/media/68b975aa3f3e5483efdba9c3/Further_education_and_skills_inspection_toolkit.pdf
- **Department for Education (DfE)**, *Meeting Skills Needs: Guidance on Accountability Statements 2026 to 2027 and the Local Needs Duty*, May 2026 <https://www.gov.uk/government/publications/college-and-local-authority-accountability-statements>
- **Department for Education (DfE)**, *Published Accountability Statements 2025 to 2026*, January 2026
- **Liverpool City Region**, *Local Skills Improvement Plan (LSIP) – Draft 2: Version for Review*, 2026
- **Liverpool City Region**, *Local Skills Improvement Plan Progress Report*, June 2025
<https://www.liverpoolchamber.org.uk/local-skills-improvement-plan/>
- **Liverpool City Region**, *Long-Term Skills Plan*, September 2024
- **Liverpool City Region Combined Authority**, *Plan for Prosperity*, 2024
<https://www.liverpoolcityregion-ca.gov.uk/plan-for-prosperity>
- **Carmel College**, *Strategic Plan 2025–2028*
<https://www.carmel.ac.uk/about-us/governance/>
- **Department for Education (DfE)**, *Introduction of T Levels*, GOV.UK
(referenced for national technical and qualification reform context)
- **World Economic Forum**, *The Future of Jobs Report – Key Skills for 2030*
(used to inform employability and future skills priorities)