



Sir George Monoux College

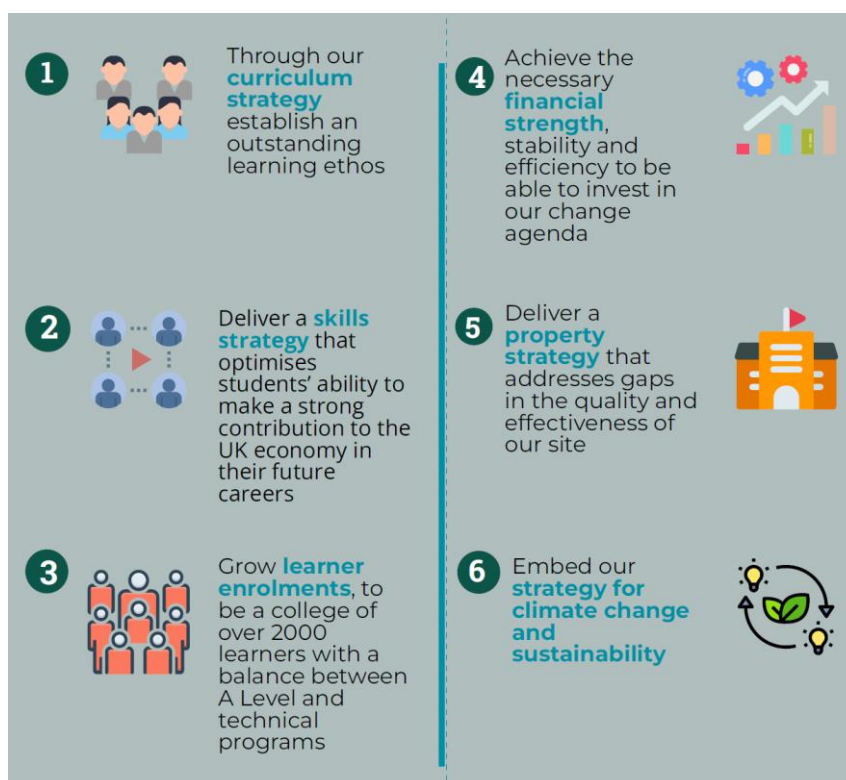
Annual Accountability Statement 2024/25

Sir George Monoux College – Annual Accountability Statement 2024/25

1. College purpose

- 1.1. Sir George Monoux College provides an excellent and transformative education for young people from diverse and often disadvantaged backgrounds in east and north east London. Our core focus is on sixth form education, primarily at Level 3 but with a strong commitment to provide a pre-Level 3 curriculum for those who need it.
- 1.2. Over a 6 year period of improving performance we have shaped what we do around our mission: **“to give students control of their future by learning and changing today”**. This encapsulates a core philosophy that values both academic and personal progress and which stresses the importance of students evolving and developing, consciously, in order to have greater agency. We plan education under the principles of the Monoux Student Framework (see Appendix 1).
- 1.3. Students progress mostly but not exclusively to higher education and through this progression are able to then make a significant contribution to regional skills growth and the UK economy. Students progress with qualifications, a good understanding of career steps and well-developed personal effectiveness skills. High numbers of students from Monoux progress to undergraduate studies in business & management, medical & health, social sciences, computing and law.
- 1.4. Our data on destinations is strong. The most recent DfE (October 2023) statistics show that the college is 5% above the English average, and 8% above the Local Authority average, for the percentage of students progressing to education or employment. This is particularly positive for disadvantaged students, with only 2% listed as ‘destination unknown’, compared to the Local Authority average of 7%.
- 1.5. The college published a Strategic Plan for the period 2023 to 2027 in July 2023. At the core of the plan was a strategy to make a successful transition to the delivery of T Levels, with foundation pathways to T Levels, and a growth strategy for A Level provision. Our aim is to achieve an even balance between A Level and T Level provision.
- 1.6. The college has highly effective partnerships with the Local Authority to respond to local needs, such as for students who are newly arrived to the UK. Through our broad and inclusive curriculum offer, students are able to excel from a range of starting points including at Levels 1 and 2.

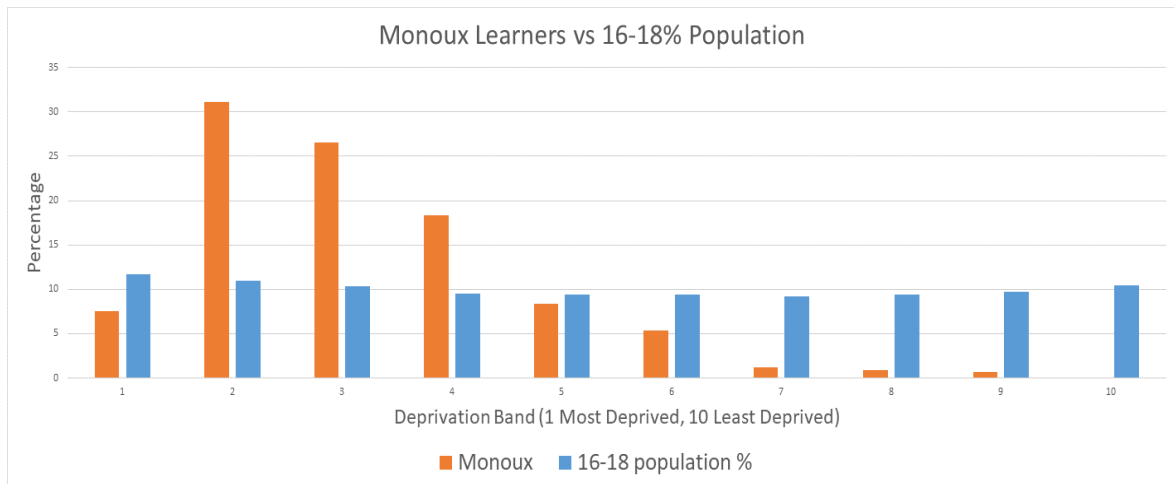
1.7. The Strategic Plan addresses the following aims:



2. Context and curriculum

2.1. Students at the college primarily enrol from nine East London boroughs. Students who live in Waltham Forest comprise 32% of our student population and this proportion has remained relatively consistent over time. Since 2018, the college has seen a significant and steady (228%) increase in applications from students living in Newham, who now comprise 22% of our population. Enfield and Haringey are the next two most popular boroughs, with 25% of the student population between them, and the remaining 20% of students are split relatively evenly between Hackney, Redbridge, Barking and Dagenham, Islington and Tower Hamlets.

2.2. Our student intake reflects the financial challenges experienced by local families. Our students are significantly more deprived than average, with 30% of students eligible for the bursary and therefore from households with a combined family income of less than £24000. 84% of our students live in an area characterised as one of the four most deprived deciles in the UK (2019 Index of Multiple Deprivation). The graph below compares our student intake to the 16-18 population across the UK:



- 2.3. Monoux students are less likely to have a personal network of higher-skilled professionals given the high numbers of recent arrivals to the UK and the high percentages of unemployment and low-skilled employment amongst families. Within this context, the need for the college to help students be curious about a wide variety of aspirational opportunities is crucial.
- 2.4. Our primary vehicle for building curiosity and aspiration is the Monoux Student Framework, a group of 13 positive characteristics that we seek to instil as the “portrait of a graduate” from the college (*see Appendix 1*).
- 2.5. A key achievement of the college in the last 6 years has been to raise student achievement whilst not altering the admissions policy thereby continuing to provide successful Level 3 pathways for students with relatively low prior attainment at GCSE. The key strategy has been to improve student engagement and behaviour through the creation of Talent Lab (our non-qualification curriculum for personal and academic development) and closer monitoring of attendance and punctuality.
- 2.6. The national average GCSE points score on entry to A Levels, which is expected to be the entry level into T Levels also, is **6.5**. At Monoux it is **5.4**. The national average entry score to Level 3 vocational courses is **4.9** and at Monoux it is **3.9**. This underlines our considerable endeavour to provide social mobility for students from disadvantaged backgrounds who leave school with a performance gap and a multitude of blocks to the ‘growth mindset’ that is needed to excel in education. Students with low APS have good retention and progress at a high rate to positive destinations.
- 2.7. Teaching has become considerably more effective over the course of the previous strategic plan, through a strongly defined Monoux Teacher Framework and more successful teacher recruitment. New support processes (personal mentoring, progress coaching and an employment links team) have enabled student progress to be maintained in spite of the considerable challenges of the post-Covid period.

2.8. The college still very much considers the theme of post-pandemic recovery to be hugely important in its planning and delivery, for example through:

- A strong focus in the classroom on literacy and oracy
- An enhanced programme of talks and assemblies aimed at developing students' motivation, sense of purpose and agency
- A specialist team to develop business and employer links
- An effective feedback and assessment policy
- Rigorous monitoring of attendance with catch-up workshops as a daily routine
- An increase in taught hours for English and mathematics at Level 2

2.9 The college has made good progress in its effort to recover students' learning after the disruption at KS3 of the pandemic for students now in sixth form education:

- Student retention is now a significant strength of the college and has improved further in 2023/24 across all course levels.
- A Level achievement in 2023 was higher than the level attained prior to the pandemic (2019).
- Student attendance has improved in 2023/24 against a national picture of decline.
- Exclusions for poor attendance or engagement have continued to reduce over time.
- Students in receipt of bursary and students who have arrived in the UK relatively recently have continued to perform well compared to their peers.

2.10 Learner numbers continue to grow. Funded learner numbers increased by 7% in 2023 as predicted (a 12% increase over 3 years). Our planning forecasts a rise to 1930 funded 16-18 enrolments by 2026/27 and over 2000 full time students across 14-19 (*see 14-16 reference below*).

2.11 The proportion of Level 3 learners studying A Levels has remained relatively static (<40%) but is forecast to increase in the next 3 years to c. 50%, with increased numbers on a 2 A Level + 1 AAQ qualification programme. In 2023/24 the college enrolled 1864 learners aged 16-18 (eligible for funding), of whom 65% are in their first year of study. The distribution across programmes is:

- | | |
|---------------------------|-----|
| ▪ Applied General Level 3 | 49% |
| ▪ A Level | 32% |
| ▪ Pre-Level 3 | 19% |

Demand for A Level study has increased and growth in 2023/24 was constricted by teacher resourcing. The college has appointed additional teachers in order to provide more A Level capacity from September 2024.

2.12 Disadvantaged and Free School Meal pupils in Year 11 locally experience a significant gap in achievement compared to their peers. For example, there is a 6 point gap in the Progress 8 score for disadvantaged students, equivalent to a 10 month learning gap at Key Stage 4 (data sourced from [here](#) and [here](#)). Despite this, students eligible for the bursary and/or Free College Meals have outperformed their peers at Monoux Sixth Form for several years. Progression to university is still the main ambition for our students, many of whom are the first in the family to attend Higher Education. The proportion of students who progress to university from Applied General (Level 3 BTEC) programmes is high.

3 Skills contribution: meeting local and regional needs

3.1 The college’s curriculum offer enables Monoux leavers, year after year, to move forwards in alignment with the needs of the economy of London. The economy of the region continues to require jobs in knowledge-intensive services, in particular finance, IT/digital, legal, creative industries and marketing, as well as mid-skilled jobs in, for example, health & social care. All these needs are supported by our curriculum offer. We mainly deliver this curriculum to sections of the young population most vulnerable to inequality: minority ethnic groups, those with English as an additional language at home, students from families with a higher likelihood of health issues and, often, after failure at school to meet the full Level 2 standard.

3.2 Over the last four years, the College has added specialist provision that fits with key national, regional, and local priorities. For example, new courses have been established in Law, Computer Science, Building Design, ESOL and an A-Level Progression Pathway. As a result of shifting our provision towards sectors of high regional demand for skills, there has been an increase in enrolments in the following key LSIP priority areas since 2021/22:

Cross-cutting theme – Digital Skills	Enrolments have almost doubled in two years, from 98 in 2021/22 to 192 in 2023/24.
LSIP priority area - Creative	Enrolments have grown from 188 in 21/22 to 218 in 2023/24
LSIP priority area – Health and Social Care	Enrolments have significantly increased from 154 in 21/22 to 220 in 2023/24
LSIP priority area – Built Environment	Although a small part of our provision, enrolments have grown sustainably from 16 in 21/22 to 25 in 2023/24

3.3 During the period of September 2023 – July 2024, and aligned with our strategic plan, senior leaders and governors undertook a review of the curriculum offer. We considered whether each course had a synergy with the London Skills Improvement Plan and local needs. We identified 11 courses with long-term growth potential. These were:

- A-levels: Art, Biology, Business, Economics, Law, Media, and Psychology.
- Single Vocational Qualifications: Art, Business, Law, and Health and Social Care.
- Level 3 Digital vocational courses.
- Academic 14-16 provision that caters for both Year 10 and 11 students.
- T Level Foundation courses in Science, Health, and Social Care, Digital
- T Levels (Level 3): Science, Health, and Social Care, Digital

As a result, the following courses are scheduled to open or grow in the 2024-25 academic year with others scheduled for 2025-26:

	Course
Priority Sector - Creative	A-Level Art
	A-Level Media
	Vocational Certificate in Art
Priority Sector - Health and Social Care	Vocational Certificate in Health and Social Care
	Nursing T-Level
	Health and Social Care T-Level Transition

Cross-Cutting Theme - Digital	Extended Diploma - Digital
	Digital T-Level
	Digital T-Level Transition
Skills listed as high demand locally and regionally	A-Level Biology
	Science T-Level
	Science T-Level Transition
	A-Level Economics
	A-Level Business
Local demand	The introduction of a broader GCSE offer for Year 10 and 11 pupils.

3.4 The college continues to agree with the finding of the cross-party House of Commons Education Committee (April 2023) in considering the removal of Applied General Qualifications (APQs) as damaging to equality of opportunity in our education system. The Committee's Report (The Future of Post-16 Qualifications) finds:

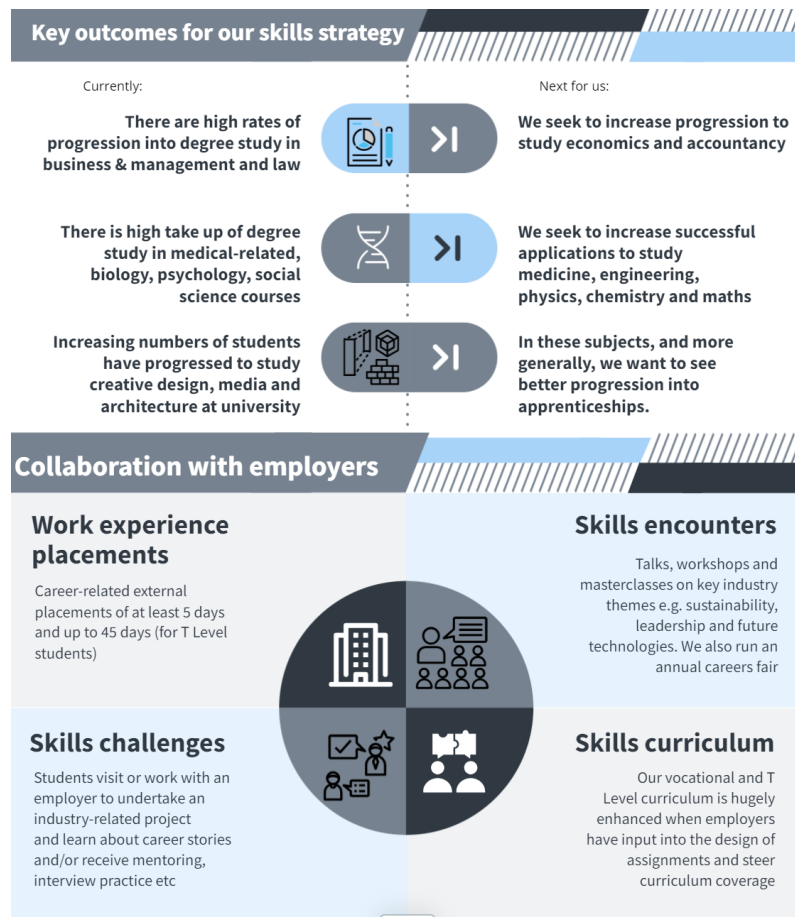
There was widespread agreement of the important role that AGQs play in promoting social mobility by widening access to, and participation in, higher education and skilled employment. 40% of university entrants from the least privileged quintile entered university with BTECs compared with under a tenth from the most privileged quintile. 44% of white working-class students that enter university studied at least one BTEC and 37% of black students enter with only BTEC qualifications.

The college is committed to developing technical pathways for students but believes that (a) the defunding of AGQs should be paused whilst a review is undertaken into the likely impact of their removal and (b) a post-16 education system must allow sufficient choice and flexibility to accommodate the needs of those young people who for a range of reasons are behind most benchmarks at age 16.

3.5 The percentage of people employed in London holding at least a first degree is expected to increase to 80% by 2030, up from 65% in 2020. Employment prospects will be ever more challenging for those with lower levels of qualification and the college considers its ability to progress young people to university study despite very marked disadvantage gaps at age 16 to be an important exercise in social mobility. In London, employer investment in training has reduced dramatically and less qualified workers are even less likely to be accessing work-related training. It is, therefore, of huge importance that routes to university study are not closed for disadvantaged 16 year olds. Our APQ curriculum has been central to this endeavour. This is not uniquely a challenge for our college: it is estimated that at the current time there are 180,000 students in England and Wales in sixth form education who would not be qualified to study either A Levels or T Levels by virtue of having a GCSE points score of below 5.4.

3.6 Over the last 4 years the college has also successfully introduced 14-16 delivery (ALP, Accelerated Learning Pathway), in partnership with London Borough of Waltham Forest, providing Year 11 teaching for newly arrived migrant young people and facilitating their progression into post-16 education. Progression to post-16 is excellent. In 2023, the college commenced direct recruitment of some of these learners, with additional support for their needs continuing to be provided by the Borough in which the students live. (ESFA funding can only be secured for those learners who have entered the country and enrolled in the first part of the academic year.)

3.7 The college places significant emphasis on a new Skills Strategy that was introduced in July 2023. This strategy has increased the variety of engagement with employers and external organisations, developed careers advice through the introduction of a new team of Guidance Officers and enabled students to log, and reflect, how their employer interactions have guided their personal development.



3.8 A key element of the Skills Strategy has been the introduction of Skills Badges. Examples of these badges include:

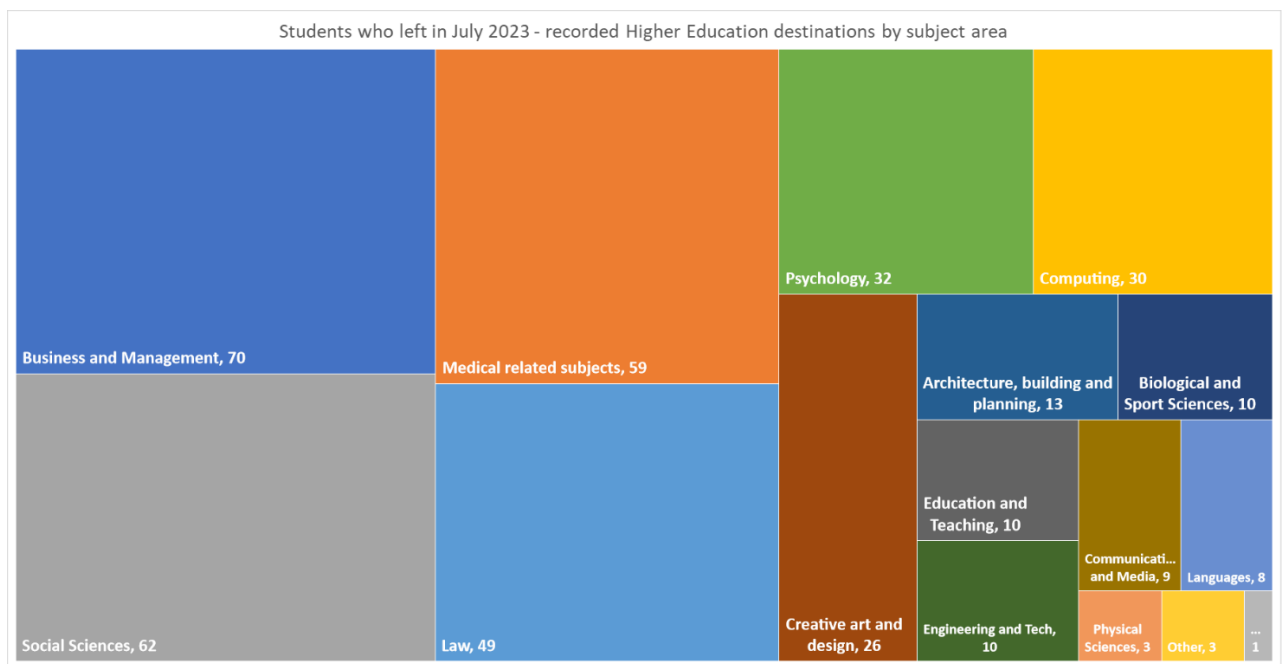
- **Work Experience Badge:** Over 600 students on vocational courses will complete a one-week work experience placement this year, 67% of the cohort.
- **Skills Challenge Badge** – Skills Challenges allow students to respond to live briefs and receive feedback from employers. Through these projects, students develop presentation, teamwork, project management, and leadership skills. 1271 students (over 72%) have completed a Skills Challenge badge so far this academic year.
- **Skills Encounters Badge** – achieved through attending at least three employer talks, workshops, visits to employers or university partners. In the first year of collating this information, 729 students (34%) have already achieved this badge, with 3635 individual encounters recorded so far this academic year.

3.9 The college has a very low percentage of students who applied after the January UCAS deadline (2%). This is excellent compared to our competitor group (5%) and demonstrates that our partnerships and system of supporting students to apply to university works well. As a result,

we are comparatively successful at sending students to Medium and Higher Tariff universities (38%) compared to our closest competitors (33%). This includes a higher Russell Group rate of 8% compared to our competitors (7%). Initial data from our current Year 13s suggest that this is continuing with high numbers of students being offered places at prestigious universities including Cambridge and Oxford.

3.10 The most recent DfE (October 2023) statistics show that the college is 5% above the English average, and 8% above the Local Authority average, for the percentage of students progressing to education or employment. This is particularly positive for disadvantaged students, with 2% listed as 'destination unknown', compared to the Local Authority average of 7%. 98% of the July 2023 leavers we contacted had a positive destination recorded, with increasing numbers progressing to university (78%) following a post-Covid dip.

3.11 Our student destinations align well with the areas of the highest demand for skills as expressed in the London Skills Improvement Plan. The only priority area not represented is 'Hospitality', but this technical course is delivered locally by Waltham Forest College.



4. Local Needs Duty update statement

4.1 The college has developed strong partnerships with a number of universities both in London and further afield, such as Queen Mary University London, University of Bath, Coventry University and the University of Westminster. These universities deliver a series of academic lectures and seminars at Monoux each year. We have also been involved with the development of the new University of Portsmouth campus in Waltham Forest, creating both academic partnerships and opportunities for personal development.

4.2 In Waltham Forest Borough there is a significant and growing KS4 Attainment 8 gap for disadvantaged and FSM pupils. Additionally, in 2022/23, there was a 13.4% gap in English &

maths grade 4 attainment for FSM pupils (51.4%). Sir George Monoux College is highly effective in closing this gap: at KS5, FSM and disadvantaged students outperform their peers and show significant progress through to university and employment. In addition, Monoux provides English and Maths re-sit opportunities for almost 800 students each year with results above the national average. Finally, over 100 students per year complete a three-year programme from Level 2 to Level 3 BTEC, thereby overcoming by age 18 or 19 some of the significant disadvantages at age 16.

- 4.3 The College has highly effective partnerships with the Local Authority to respond to local needs, such as for students who are newly arrived to the UK. Through our broad and inclusive curriculum offer, students are able to excel from a range of starting points including at Levels 1 and 2. Through our membership of the Borough of Sanctuary Steering Group, the College has worked to create a welcoming environment for local asylum seekers and refugees. This includes a policy of accepting referrals from the Single Point of Entry for Asylum Seekers and Refugees at any point of the year on an unfunded basis. In March 2022 and March 2024, the Local Authority judged the service as Excellent, and the provision was recently featured in a global report by the Comparative and International Education Society on best practices in refugee education.
- 4.4 The College has continued a close dialogue with Waltham Forest Council and partner Secondary Schools in the establishment from September 2023 of a direct recruitment path for 14-16-year olds. This year, we have established two new secondary school referral partners, and worked closely with the Local Authority Electively Home Educated Team and the Fair Access Panel to enrol a small number of school pupils who have either been educated at home or who have experienced significant anxiety in school attendance. We aim to extend this provision further to respond to Waltham Forest Council's ambition to have a local alternative 14-19 option for young people in Year 9.
- 4.5 The college has opened up a dialogue with Waltham Forest College with the aim for T Level pathways to be different and complementary in meeting local needs.

5. Stakeholder approach

- 5.1 The college reports its progress in developing links with employer organisations to the External Relations Committee of the Corporation. The External Relations Committee also has oversight of other key stakeholder approaches, such as with the London Borough of Waltham Forest (for ALP).
- 5.2 The college executive and Corporation jointly developed the college's Strategic Plan. Governors are involved in the development of strategic intentions and options, alongside college staff and students. We involve external stakeholders, in particular universities and employers, in the development of ideas. College leaders have conducted visits to other settings with a focus on the development of our curriculum and support strategy. An External Review of Governance was conducted in 2023.

5. Progress and priorities

5.1 The college is growing, with good financial health and good outcomes for students. All aspects of the curriculum are aligned to national and regional priorities and the college is fully embracing the development of T Levels. Furthermore, it is doing so by supporting students with considerable disadvantages and helping these young people to develop agency and skills for careers.

5.2 In 2023/24 the college initiated the first phase of its property strategy:

- Increased classroom space (4 additional classrooms and various refurbishment projects)
- Accommodation improvements for Science, Health and Digital T Level provision

5.3 The college has identified the following headline targets for 2024/25:

- 5.3.1 **Student performance:** our A Level and RQF BTEC achievement rates are targeted to rise to be at least at national average (85% and 91% respectively in 2023), a target currently on track with a 3% improvement in retention in 2023/24. We will also continue to measure the success of our students in their destinations (e.g. targeting in 2024 to increase the % of students being retained into their 2nd year of undergraduate degree study).
- 5.3.2 **Learner enrolments (16-18):** the college is currently tracking ahead of its strategic target for 16-18 enrolment and will have 1864 funded 16-18 students in 2024/25. We will target having 42% of Level 3 learners to be on A Level programmes.
- 5.3.3 **14-16 provision:** the college will continue to grow directly-recruited 14-16 enrolments in 2024/25 with a target of 70 students.
- 5.3.4 **Property:** the college will complete a building project in Autumn 2024 funded under T Level Capital Wave funding and Post-16 Capacity funding. We will also submit an application to receive Condition Improvement Funding in 2024/25.
- 5.3.5 **Skills:** the college will commence delivery of T Levels in science, health and digital in September 2025, targeting 70 enrolments. The college will commence delivery of T Level Foundation Level courses. We have a target also for 70% of all students (academic and vocational programmes) to have completed a Skills Challenge with an employer/external organisation by July 2025.
- 5.3.6 **Sustainability:** we will continue to work through our action plan to be a net zero college by 2030. We will maintain strengths in transportation, green skills & employability opportunities and improved building efficiency. We will publish energy usage targets and actuals on our website in 2024/25.
- 5.3.7 **Staffing:** the college is on track to recruit additional specialist and qualified teachers to support our growth strategy and curriculum change. We will grow teacher staff numbers from 86 to 91 in line with our Strategic Plan.

5.4 The college continues to make a very strong contribution to meeting local needs under the aims of the Local Needs Duty by delivering a curriculum with exceptionally strong retention and progression to positive destinations and by successfully addressing the prior underperformance (at Key Stage 4) of disadvantaged young people.

In the interests of further responding to the Local Needs Duty, the Corporation and Principal of the college have resolved to explore future options for the organisational status of the college, driven by a desire to effect sustainable change and educational impact on the local area, including to address the challenge of a local gap in performance among young people with socio-economic disadvantage. The college is therefore hoping to gain approval, as an option, to create a MAT, with local secondary partners joining as soon as is practicable. The option to remain as an independent Sixth Form College is very much viable and any decision to change status would be driven by an ambition to improve the life chances and employability of young people locally.

5.5 The college has identified priorities for site development in its Property Strategy. These include:

- Provision of further high-quality specialist spaces for the delivery of T Levels
- Improvement and expansion of teaching spaces for A Level teaching
- Expansion of social space
- Provision of areas for independent study
- Urgent improvements to toilet facilities
- Urgent remedial maintenance to the main building (e.g. roofing and doors)
- Improvements to IT infrastructure

6. Corporation statement

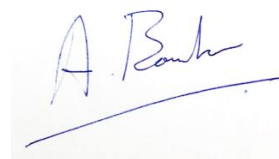
This statement of accountability was approved by the Corporation of Sir George Monoux College on 28 May 2024 and will be published on our website in June 2024. It is our agreed summary of purpose and aims for the 2024/25 academic year.

Signed:





Dave Vasse
Principal

28 May 2024



Andy Boucher
Chair of Corporation

Appendix 1: Monoux Student Framework

Monoux Student Framework

Our portrait of a graduate

Supporting both our Skills Strategy and Curriculum Strategy we will structure our programme for personal growth using this framework

**A, B and C:
3 key themes**

**A
Rigorous academic work**

**B
Community that raises optimism and the sense of what is possible**

**C
Steps to self-mastery and agency**

For each key theme we describe the Portrait of a Monoux Graduate

The Monoux Student Framework is the specification for students' personal development. In our last Strategic Plan we introduced Passport Days on which students reflect on their progress and priorities.

Our approaches

*Curriculum Strategy
Attendance Policy
Assessment Policy
Careers Guidance
A Level Tutor Programme
Literacy Strategy*

*Talent Lab schedule
Entry Period
Talent Lab assemblies
Work Experience
Nutrition Policy
Student Leaders*

*Monoux Passport Cycle
Careers and HE Fair
Personal Mentoring
Charter for On Board and Ready Behaviours
Oracy Champions*

