

# Sir George Monoux College

## Annual Accountability Statement 2025

### 1. Our purpose

#### a. Strategic objectives

Sir George Monoux College plays a vital role in the educational landscape of east and north-east London. It does this in 2 ways: through the opportunities that it provides for young people, and through the ethos and culture that it embodies and promotes for its staff, young people and the community. The college is proud to have been judged as “outstanding” by Ofsted for *personal development* and to be one of only a small number of sixth form colleges in the city to have attained this grade: personal growth & development is our underpinning foundation.

We have demonstrated over the last 10 years, since the 2015-17 area review, our ability to navigate complex challenges and journey towards ambitions, as a designated sixth form college. We have maintained strong financial health, managed growth in student numbers, embraced curriculum reform, and made significant steps forwards in improving outcomes. We have considerably widened our external relationships with other stakeholders over this period.

Our Strategic Plan (2024 – 2027) presents 6 objectives:

1. Through our curriculum strategy, establish an outstanding learning ethos
2. Deliver a skills strategy that optimises students’ ability to make a strong contribution to the UK economy in their future careers
3. Grow learner enrolments to be a college of over 2000 learners, with a balance between academic and technical programmes
4. Achieve the necessary financial strength, stability and efficiency to be able to invest in our change agenda
5. Deliver a property strategy that addresses gaps in the quality and effectiveness of our site
6. Embed our strategy for climate change and sustainability

#### b. Why we are an important provider

There is a huge need in London for colleges such as Sir George Monoux College to provide a pathway to academic success at Level 3 (including but not limited to A Levels) for students who may have attained well at GCSE but who very often underperform at the age of 16 due to living and studying in disadvantaged circumstances.

We are an important provider because we provide a range of types of course, a positive and structured environment and strong support for progression. The scope of our activity has grown in recent years to include direct recruitment of 14–16-year-olds, Level 1 provision, and T Levels.

In the 2022/23 academic year, approximately 65.1% of pupils in England achieved a grade 4 or above in both GCSE English and Maths. For Waltham Forest the rate is 64.9%. However, only 60.8% of students at the college had this level of attainment. Fewer than 20 (2%) of students enrolled at our college would have met the entry requirements to study at other popular, oversubscribed, and selective sixth forms in our area. We play a critical role in supporting the future life chances and employability of young people: we have an in-take with a significantly lower attainment level than the average for school leavers and yet deliver predominantly Level 3 courses with a high progression rate to university. Only 15% of our A Level leavers start their programme with a GCSE average points score of 6.9 or above, compared to 39% across all sixth form colleges. 95% of our students are from ethnic minority backgrounds. In 2024-25, Russell Group universities have made 171 offers to our leavers:

*Huila M., from Newham, attained a GCSE APS of 6.1, including a 3 in mathematics. She has received offers from Bristol, Durham, QMUL and Warwick to study law.*

*Brigitte M., from Dagenham, joined us with an APS of 5.7 and has offers from Warwick and Durham to study history and politics.*

*H. joined the college as an unaccompanied asylum seeker from Iran. She has spent much of her time in the UK living in hotels and women's refuges in a highly vulnerable situation and she joined us with only Level 1 qualifications. She has a place to study accounting and finance at QMUL.*

If students do join us with a high APS, they can excel:

*Nevaeh H., from Stratford, joined us with an APS of 7.4 and has an offer from Oxford to study psychology and linguistics.*

*Nils J., from Waltham Forest, attained an APS of 8.2 and has an offer to study geography at Cambridge.*

Our curriculum is highly relevant to meeting local, regional, and national skills needs, as outlined in sections below.

### **c. Material developments**

In the last 12 month period the college has made a number of significant improvements to its facilities which align to curriculum change and development:

- i. We opened 2 new specialist digital teaching areas specifically for the delivery of a T Level in digital design, production & development.
- ii. We refurbished and equipped our science laboratories in preparation for the delivery of a T Level in laboratory sciences.
- iii. We refurbished and equipped a nursing suite to support our T Level in adult nursing.
- iv. We opened 2 new classrooms to support both science and health delivery.
- v. We have refurbished our theatre and conference space and opened a new coffee shop, as well as opening the 1<sup>st</sup> phase of a new staff centre.
- vi. We are currently equipping the college with resources to start delivery of a new T Level in legal services.

#### **d. Our Link to the Local Needs Duty**

The number of school leavers (age 16) is expected to continue to increase until at least 2029. The college enrolls students from a number of London boroughs, primarily Waltham Forest and Newham. Newham in particular continues to grow in population size. Future economic development in our local area (i.e. the London boroughs in which a majority of our students are resident) is primarily in the following sectors:

- i. Creative industries
- ii. Digital
- iii. Construction and green industries, including engineering

These are in addition to existing gaps in high-skills employment sectors, primarily the health and education sectors.

Over 90% of new jobs in London will require graduate level education by 2035, with particular growth in business services, education, technology/AI, health, and engineering. Sections 4, 5 and 6 (below) outline our relevance and contribution in greater detail.

This overall picture serves also to demonstrate the critical importance of our work to support young people with disadvantage, so that in the future they can access high skills employment:

1. Our literacy and oracy strategy. A considerable proportion of our students have learned English as a second language and/or do not speak English as a first language at home. The reading age of our students is below the national average.
2. Our guidance curriculum is tailored to support students living in areas of deprivation supported by parents/carers in low skills employment. Our guidance team provides wellbeing and progression guidance.
3. We have increased support for SEND/ALS in response to a significant increase in students with access arrangements.
4. Our 14-16 recruitment provides a transformative environment for newly arrived migrant children.

## **2. Context and place**

### **a. Characteristics of the college**

Under our mission, “Learn with Skill, Feel Connected, Design your Future,” the college has developed a distinctive ethos and character. Central to our character is an understanding that most students who join the college have a desire to progress to a next level that will require a full Level 3 qualification but require considerable guidance for

- i. academic study skills: planning, cognition, note-taking, literacy, oracy, and numeracy
- ii. self-confidence, problem-solving and mental fitness
- iii. envisioning future career paths and gaining access to employment settings
- iv. navigating on-going welfare challenges and gaps in a domestic support structure

We support these needs through the work of a large guidance team (1 team member for every 100 students), an assembly programme, tutorials, our Talent Lab provision (of extra-curricular activities), timetabled reading sessions, a significant amount of timetabled and

supervised independent study, and a considerable endeavour in providing skills encounters (with external organisations) including work experience. These activities, alongside the behaviours that we require of students, give texture to our ethos.

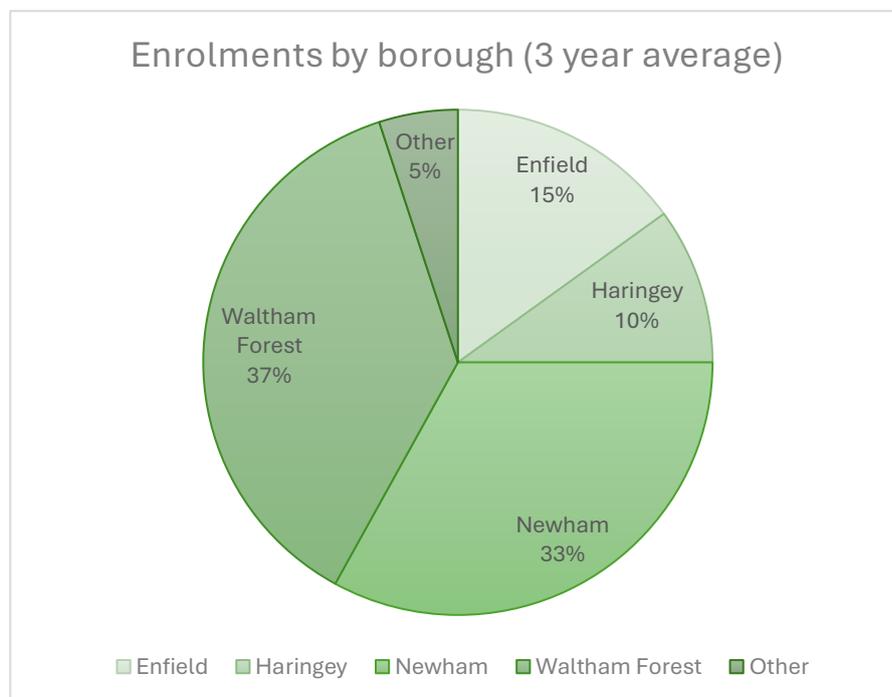
We offer full-time programmes to students aged 16-19 and we have c. 70 students aged 15 on site, also full-time. Most students qualify for Band 5 funding, other than T Level students (Band 6+) and some students on vocational courses who are not resitting either GCSE English or maths. Each year, a large number of students progress from Level 2 to Level 3 programmes. A notable proportion of students re-take GCSEs in maths and English.

Our teachers train around an agreed set of pedagogical principles and approaches, and all teachers have a coach. We have increased staffing for SEND/ALS, exams, safeguarding and careers/employability, and will further increase the size of the team monitoring attendance and independent study for 2025/26.

### b. Geographical reach

The college continues to enrol post-16 students from a wide geographical area, with most students living in Waltham Forest, Newham, and Enfield. It is still the case that many Waltham Forest 16-year-olds choose to leave the Borough for their sixth form study, in part because other boroughs have a reputation for better local amenities etc. and in part through a desire to secure a place at a selective sixth form centre. Many young people come to the college because of its reputation for good behaviour and academic rigour.

Figure 1.



### 3. Our approach

#### a. External stakeholders and who we engage with to develop our provision & plan

The college considers the role of external stakeholders as critical for each of the 3 elements of our mission (*learn with skill, feel connected, design your future*). Stakeholders provide guidance, opportunity, and vision.

The development of our skills strategy has led to an increase and, more importantly, an incrementally maturing relationship with a range of academic and skills partners. The opportunities available to students form a vibrant and enriching part of student life, in addition to the completion of work experience placements.

For example, during this academic year:

- Students studying business and economics have taken part in an investment club in partnership with the charity City Pay It Forward. Students managed an investment portfolio, received mentoring from executives in prestigious City of London companies, and visited a trading floor.
- We are a pilot London college for the Guardian-sponsored Media Literacy Ambassador Programme, one of several opportunities available to us under the support of The Guardian Foundation.
- Over 30 students this year have visited the Essex Cardiothoracic Centre at Basildon Hospital to better understand the functioning of an intensive care unit and to complete a suturing workshop.
- Our Society and Culture Pathway organised a conference on contemporary and gender issues in sociology with guest speakers from UCL and Westminster universities.
- Physics students attended a masterclass at the National Space Centre, near Leicester.
- In partnership with Active IQ, vocational Level 3 sports students have undertaken an additional accredited gym instructors' course.
- Students studying economics and law were invited to the board room of EY to watch a client proposal presentation.

The college enjoys a valuable relationship with The Drapers' Company, a City of London Livery Company. This year the support of the Drapers' Company has enabled:

1. Students participate in a 'new product' business pitch competition with other schools in the UK
2. Attendance at a lecture at the Old Bailey central court
3. A 5-day visit to Berlin as part of a 14-week course on oracy skills for 20 students

In the first year of delivery of T Levels, the college is on track to secure work placements for all students.

## 4. The provision that our college will deliver in the year ahead (2025/26)

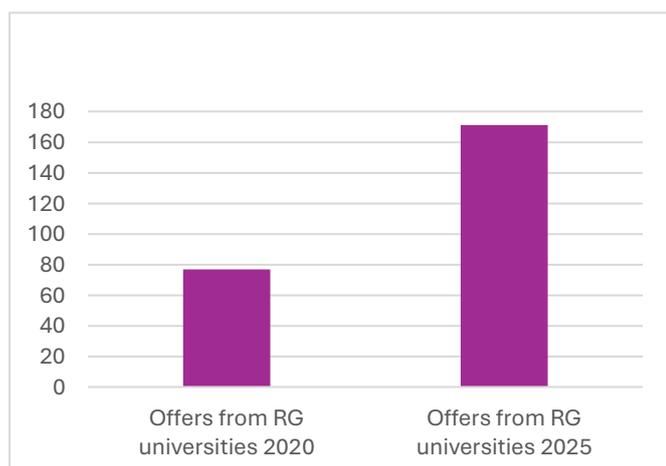
Table 1 outlines the college's planned provision for the academic year 2025/26, maps this provision across national skills priorities and highlights that in all areas the college engages actively with organisations and employers to develop students' skills and vision.

Table 1.

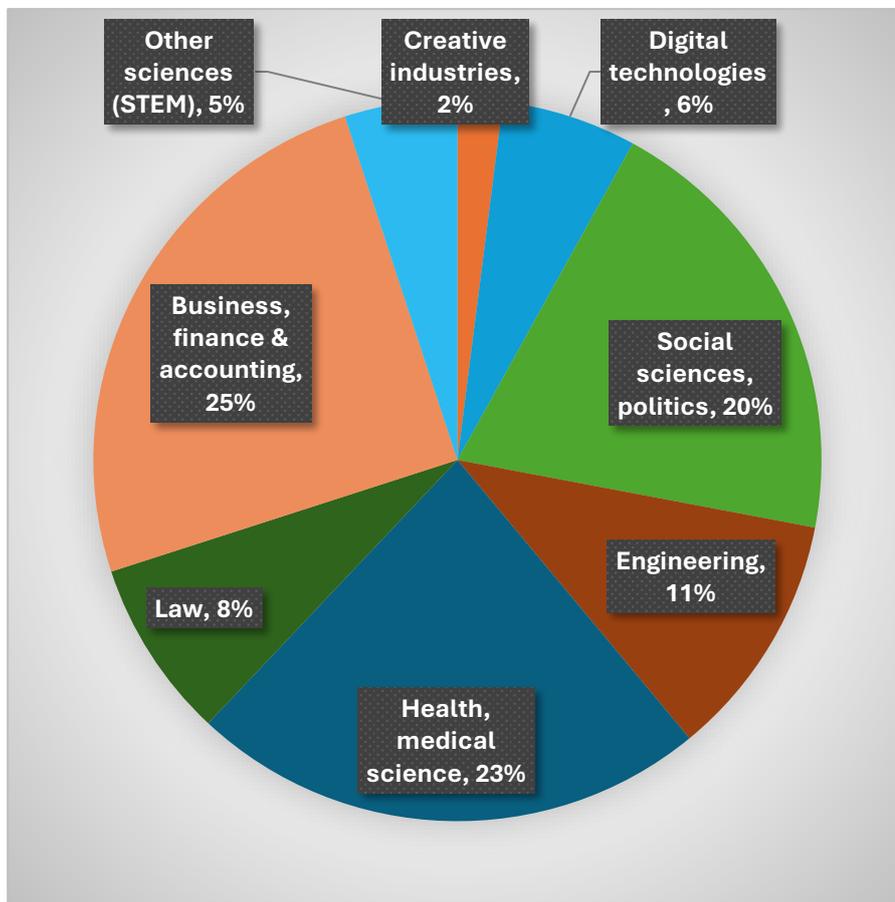
Monoux Pathway	Provision	Enrolment count in 24/25	Contribution to National Priorities	Employers and other stakeholders actively supporting our delivery
<b>Creative &amp; Digital</b>	<p>A Levels in art &amp; design, media, photography, graphic design, computer science</p> <p>Design, Engineer, Construct Level 3 Diploma</p> <p>Level 3 vocational courses in art, media, digital media</p> <p>T Level in digital design, production &amp; development</p> <p>Foundation T Level in digital</p> <p>Level 2 vocational courses in art, media</p>	<b>611</b>	<p>Creative industries</p> <p>Digital &amp; technologies</p> <p>Advanced manufacturing</p> <p>Clean energy industries</p> <p>Construction</p>	<ul style="list-style-type: none"> <li>▪ DELL</li> <li>▪ Talent Foundry</li> <li>▪ Diverse Futures</li> <li>▪ Alvarez &amp; Marsal</li> <li>▪ Pitstop</li> <li>▪ Waltham Forest Council</li> <li>▪ GetZero</li>   <li>▪ Hays Recruitment</li> <li>▪ City of London Police</li> <li>▪ London Metropolitan University</li> <li>▪ Red10s</li> <li>▪ Framestore</li> <li>▪ ABBA Voyage</li> <li>▪ Waltham Forest Film Festival</li> <li>▪ The Guardian Newspaper</li> <li>▪ Arts Emergency</li> <li>▪ UAL</li> <li>▪ UCL Museums</li> <li>▪ Articulate (National Gallery)</li> <li>▪ Mott MacDonald</li> <li>▪ University of Bath</li> </ul>
<b>STEM</b>	<p>A Levels in biology, chemistry, physics, mathematics, psychology</p> <p>Level 3 vocational courses in applied psychology, applied science</p> <p>T Level in laboratory sciences</p> <p>Foundation T Level in science</p>	<b>709</b>	<p>Life sciences</p> <p>Digital &amp; technologies</p> <p>Health</p> <p>Clean energy industries</p>	<ul style="list-style-type: none"> <li>▪ UCL</li> <li>▪ AtkinsRéalis</li> <li>▪ Kadans Science Labs</li> <li>▪ Basildon Hospital</li> <li>▪ National Space Centre</li> <li>▪ South London and Maudsley NHS</li> <li>▪ The Linnean Society</li> </ul>
<b>Enterprise &amp; Management</b>	<p>A Levels in business, economics</p> <p>Level 3 vocational courses in business, business &amp; legal</p>	<b>999</b>	<p>Financial services</p> <p>Professional &amp; business services</p>	<ul style="list-style-type: none"> <li>▪ Société Générale</li> <li>▪ London City Airport</li> <li>▪ Mitsubishi Finance Group (MUFG)</li> </ul>

	studies, travel & tourism, financial studies  Level 2 vocational courses in business, travel & tourism		Health	<ul style="list-style-type: none"> <li>▪ Financial Ombudsman</li> <li>▪ Morgan Sindall</li> <li>▪ KPMG</li> <li>▪ EY</li> <li>▪ Apache Capital Partners</li> <li>▪ Trafalgar St James Hotel</li> <li>▪ Charlton Athletic Community Trust</li> <li>▪ City Pay It Forward</li> </ul>
<b>Society &amp; Culture</b>	A Levels in law, history, politics, English literature, English language, philosophy, geography, sociology, French, Spanish  T Level in legal services	<b>644</b>	Professional & Business Services  Clean energy industries  Professional & business services	<ul style="list-style-type: none"> <li>▪ EY</li> <li>▪ University of Westminster</li> <li>▪ Goldsmiths University</li> <li>▪ Choices London</li> <li>▪ UCL</li> <li>▪ [Multiple solicitors' companies]</li> </ul>
<b>Health</b>	Level 3 vocational courses in health & social care, sport  T Level in adult nursing  Foundation T Level in health  Level 2 vocational courses in health, sport	<b>334</b>	Health	<ul style="list-style-type: none"> <li>▪ Beazley Healthcare</li> <li>▪ Morgan Sindall</li> <li>▪ Waltham Forest Dementia Friendly Hub</li> <li>▪ ActivelQ</li> <li>▪ QPR FC</li> <li>▪ BHRUT NHS Trust</li> </ul>
<b>High School &amp; GCSE (essential skills)</b>	Year 11/high school: GCSEs in maths, English, science, business, geography Level 2 award in IT Award in ESOL Skills For Life Functional skills: mathematics  Post-16 GCSE provision in English, maths	<b>1140</b>	N/A	<ul style="list-style-type: none"> <li>▪ Refugee Education UK</li> </ul>

Students progress to a variety of destinations, predominantly within Higher Education. The most significant destination trend, however, has been the increase in offers of places to study at Russell Group universities, as illustrated in Figure 2:



As a Sixth Form College we do not expect a large proportion of leavers to directly enter employment as a next step. Sixth Form Colleges provide an inclusive progression route to higher level learning and, later, high skills employment. Therefore, we value and encourage students' interest in studying academic courses at university as a means to developing literacy, critical thinking, research skills and a broad knowledge base. Nevertheless, a significant majority of even Russell Group course choices are related to national skills priorities, as can be seen in Figure 3:



## 5. How we contribute to national, regional, and local priorities

### Context

*“London’s diverse, open-minded, skilled population is our greatest asset. Talent is the fuel for both tradeable services and frontier innovation. But a shortage of skilled workers is one of the biggest constraints holding back London’s growth. The London economy cannot achieve its full potential until all Londoners achieve their full potential. Low skills, low economic participation and pay that doesn’t cover living costs are leaving too many Londoners in poverty.”* London Growth Plan, 2025.

Monoux College plays a valuable role in supporting the enormous and vital task of educating young people from diverse backgrounds, who leave KS4 with academic and social disadvantage, in order that they can achieve their full potential in high skills employment.

- In 2024/25, we enrolled 529 students who had not achieved a grade 4 or above in their GCSE mathematics at school, and 282 who had not passed English.
- Our Monoux High School enrolled 66 vulnerable students this year who could not be placed in mainstream schools due to being recently arrived, asylum seekers and/or living in foster care.
- We have 1255 enrolments onto courses at level 1 and 2.

- We have managed and supported at least 140 safeguarding cases in each of the last 2 years. There has been a significant increase in the number of safeguarding cases relating to abuse. There are 48 looked after children in the post-16 college.

#### **a. Current strengths and progress made during the last 12 months**

In November 2024, the college was inspected by Ofsted and the full report is attached to this statement as supporting documentation. This was the most successful inspection result that the college has achieved: 'good' overall and 'outstanding' for one of the 4 primary aspects, 'personal development'.

In the context of the Annual Accountability Statement, the following excerpts from the report are pertinent:

*“Leaders and teachers prepare students very well for their next steps through focused UCAS support, university visits, alumni student speakers and employer events. A high proportion of students take part in relevant work experience placements. This means that students can make informed choices about their futures. Leaders have developed a curriculum offer with a strong focus on social mobility, which provides students with a well-planned combination of vocational and academic qualifications alongside timetabled sessions in vital skills, such as oracy.”*

*“Leaders and managers work well with a suitable range of external partners to understand and respond to the skills priorities within the local and regional area. They have productive links with the local authority, are partnered with the East London Business Alliance and have a strategic role in the Local London Green and Digital Project Group. Leaders understand the skills needs within their local area and the wider London region and adapt the curriculum to meet them. For example, in response to skills shortages in London’s health and digital sectors, leaders have recently introduced T-level courses in digital production, design and development and adult nursing.*

*“Leaders and managers have developed a suitable skills strategy. They understand that their students experience barriers to finding work placements and other skills related opportunities. To respond to this, they have built valuable network of employer contacts who support students with skills challenges and work experience placements. For example, level 3 business students participate in an enterprise activity set by a well-known department store, where they present a business plan at the store’s head office. Students have meaningful encounters with the world of work and quickly develop subject-specific skills alongside greater confidence.”*

#### **b. Further action needed to improve how we meet skills needs**

The college expects to further improve how it meets skills needs in 2025/26 by:

- Further increasing the coverage of skills opportunities across all subjects and, for vocational courses, increasing the regularity with which employers are supporting curriculum design.
- The introduction of a new 'guidance curriculum' for all students. This delivers 7 strands of learning, in addition to transition/induction:
  1. Self-confidence development
  2. Motivation to achieve
  3. Decision making, goal setting, planning and problem solving
  4. Interpersonal effectiveness
  5. Communication skills
  6. Cross-cultural effectiveness
  7. Responsible behaviour

### **c. Strategic aims for the year ahead**

1. Enrolment to match strategic target (i.e. 1865 funded post-16 learners). Continued high rates of retention.
2. Grow T Level provision through 2<sup>nd</sup> year of existing courses and additional Law sector T Level.
3. 'Good' financial health.
4. Growth in High School enrolments to 70.
5. Deliver a maintenance programme to address condition issues and improve toilet facilities.
6. Further embed AI solutions for support and enrolment activities.
7. Install a new system of 7G wifi across the college.
8. Support our staff through further effective HR practice:
  - a. Financially supported progress to professional qualifications at Level 6
  - b. A revised timetable as a means of addressing workload pressures
  - c. Management training
  - d. Completion of Staff Centre refurbishment

### **d. Quality improvement aims**

In 2024, we delivered improvements to Level 3 achievement rates overall and high grade attainment overall but did not see an improvement in A Level achievement, with a slight worsening in grade distribution. We have responded to this to date through changes to assessment routines, scheduling of additional study time and attendance management.

The most significant quality improvement aims for the college for 2025/26 are:

1. Increase in high grade attainment across all Level 3 provision to 50% (last year 47%) and for A Level an increase to 30%.
2. Improved tracking and monitoring of A Level students to eliminate instance of U-grades.
3. Delivery of the college's guidance curriculum to improve planning, confidence, and problem-solving abilities of students.
4. Improvement in GCSE maths and English GCSE pass rates at grade 4 or above.

## **6. Local Needs Duty: summary of our commitment**

Our Annual Accountability Statement demonstrates our deep commitment to meeting local needs.

We have demonstrated our alignment to the local economy, not only as a provider of employment but also in ensuring that our curriculum supports areas of economic growth for the local area: creative industries, digital and construction & green industries, including engineering.

The college also actively supports vulnerable young people. The Waltham Forest SEND Strategy (2025 – 28), for example, highlights 3 key priorities:

1. High quality SEND support
2. Preparation for adulthood
3. Inclusive education settings

The college is well-placed to provide SEND support and support for students with an EHC plan. Approximately 250 students at the college have exam access arrangements in place. Although this figure has stabilised, it is higher than was the case in the previous decade. We have increased our staffing budget for both SEND and safeguarding for 2025/26 and onwards. This will increase our capacity for external networking and multi-agency support.

Our essential/functional skills provision, alongside our bespoke high school facility, demonstrate our commitment to being an inclusive setting. For post-16 students, we facilitate progression through entry requirements and enrolment practices that are lower than in many other settings. We are also acutely aware that we provide a safe environment for young people and are able to protect them from many of the anti-social behaviours that pervade the surrounding streets and area.

The college collaborates closely with Waltham Forest borough council and other borough authorities to support young people, including CAMHS and GP care groups.

## **7. Other providers**

As the college develops its portfolio of T Level courses, it remains aware of the offer of other providers. There is, for example, a notable overlap now with our college, the FE college in the borough and the sixth form college in Newham. This is an overlap for digital and adult nursing, but not for laboratory sciences, at the current time.

The college's view is that if the popularity of T Levels grows in line with government projections, overlap is inevitable, such as will be the case for most other well-established qualifications. The greater risk is, however, that T Levels may grow for a period and then plateau in popularity. The college is responding by increasing the options for students to study a mixed programme of A Levels and vocational courses (and/or AAQs as these become available).

The college was correct in its prediction that Applied General Qualifications would not be defunded as quickly as policymakers insisted.

## **8. Future options**

The Corporation of the college is actively considering the future option of academisation, to be a Sixth Form College in a local/regional multi-academy trust (MAT), forming strong relationships with secondary and primary schools. The benefits of a MAT structure with school partners are considered to be:

- A shared vision and ethos for the education and personal development of young people from KS1 – 5
- Collaborative approaches to guidance, learning and SEND support
- A collaborative structure for professional development of employees and networking opportunities
- Proactive tracking of learners' progress through different stages of education, closing disadvantage gaps
- A collaborative skills and career guidance strategy
- Shared resources and facilities, in particular to support smaller primary schools
- A progressive strategy for literacy development

## 9. Corporation statement

The Corporation of Sir George Monoux College:

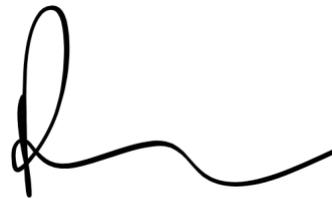
- a. confirms this document as having fulfilled the statutory Local Needs Duty
- b. confirms through this document that the college continues to respond to local, regional, and national skills priorities
- c. will publish this document to its website:  
[https://www.sgmc.ac.uk/wp-content/uploads/2025/06/2025\\_26-Annual-Accountability-Statement-Sir-George-Monoux-College.pdf](https://www.sgmc.ac.uk/wp-content/uploads/2025/06/2025_26-Annual-Accountability-Statement-Sir-George-Monoux-College.pdf)

Signed on 27 June 2025:

A handwritten signature in black ink, appearing to read 'A Boucher', with a long horizontal flourish underneath.

**Andy Boucher**

Chair of Corporation

A handwritten signature in black ink, appearing to read 'D Vasse', with a long horizontal flourish underneath.

**Dave Vasse**

Principal

## 10. Supporting documentation

Ofsted inspection report: <https://reports.ofsted.gov.uk/provider/40/130458>