Sir George Monoux College

Annual Accountability Statement 2026

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 decade, 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 good financial health, managed growth in student numbers and learner activity, 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 up to 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 an essential need in London for providers 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. (31% of learners are in receipt of bursary and/or free meals.)

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. We will embrace new V Levels qualifications when they become available in subjects that enhance our curriculum offer (from 2028).

Consistently each year in England, approximately 65% of pupils achieve a grade 4 or above in both GCSE English and Maths. In London, the rate is 70%. However, fewer that 65% of students at the college had this level of attainment, despite the vast majority of students being enrolled onto Level 3 programmes. 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. Fewer than 20% 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 2025-26, however, Russell Group universities have made 242 offers to our leavers.

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

c. 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 enrols 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.

The college will continue to play a committed role in the Borough of Waltham Forest and is aligned to the LBWF future strategy for education, which has 4 aims:

Borough strategic aim:	**College alignment:**
1. All Waltham Forest children and young people feel that they belong and that their voices are heard.	✓ Talent Lab programme of enrichment and leadership opportunities ✓ Safeguarding, welfare and SEND services
2. All Waltham Forest children and young people are well-prepared for adulthood and achieve their potential.	✓ Guidance curriculum ✓ Work experience ✓ Careers and HE programme ✓ Assessment policy ✓ Breadth of curriculum and pathways

	✓ Provision of courses at different levels with clear progression routes ✓ Monoux High School for 14-16 age leaners ✓ Effective cross-Borough links for SEND and safeguarding
3. Waltham Forest has a strong, effective and sustainable education workforce.	✓ Coaching programme for teachers ✓ Well-Being and flexible working arrangements for workforce ✓ Investment in professional qualifications for staff (e.g. AI apprenticeships, Level 6 Guidance qualifications, SEND Practitioner qualifications) ✓ Leadership and management training
4. Our settings will be financially sustainable with effective use of resources.	✓ 'Good' financial health grading ✓ Investment in estate and facilities ✓ Strategic option to convert to 16-19 academy status and join MAT.

This 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.
5. The college also plays a very considerable role in supporting safeguarding of young people. It is the view of the college that this has both an educational and long-term economic impact:
    a. A majority of safeguarding cases are not wholly supported by the college but involve collaboration and/or information-sharing with other agencies in the Borough.
    b. The college's support is measured as effective in a number of ways:
        i. Good retention and achievement of students with safeguarding concerns
        ii. Earlier disclosure after enrolment (e.g. in 2025 there was a very significant increase in the number of safeguarding cases opened in the first 2 months of the academic year)
        iii. Effective practice leading to increased case 'closure' rates.

d. Our academisation ambitions, a fundamental step forwards

The Corporation is consulting on proposals for the college to:

1. Dissolve as a Sixth Form College Corporation;
2. Convert to academy status as a 16–19 Academy; and
3. Join the Drapers' Multi-Academy Trust.

The college has a long-standing relationship with both primary sponsors of the Trust: Queen Mary University of London and The Drapers' Company. The college has also collaborated with the Drapers' Academy and other schools supported by the Drapers' Company over many years. Membership of the Drapers' Multi-Academy Trust, with the college as a large partner bringing its own expertise, high performance, and legacy in sixth form education, will enable the college to maintain its character and voice, whilst also improving its cost-effectiveness. A more efficient purchasing and management model will enable re-investment in education.
The local strategic partnership of institutions working collaboratively, with the active engagement of two sponsor organisations which have a highly respected and historical affiliation to east London, creates a coherent and aspirational model of sixth form study, with a strong focus on social mobility and future planning. This is to the benefit of families in our area, and young people specifically. The expertise and professional network available to the college through the Trust and its sponsors will not only create enrichment and HE/career guidance opportunities for students, but also support investment in the college's estate. Staff of the college will benefit from the professional learning network of the Trust. The college would remain a member of the Sixth Form Colleges Association (SFCA).

The college expects to receive approval to proceed from the DfE Regional Director by 1st September 2026.

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 guidance adviser team, 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 and work experience (with

external organisations). 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 we have expanded our provision of supervised and supported independent study. In doing so, we have prepared the ground for our response to SEND reforms and, in the first instance, the Inclusive Mainstream Fund.

b. Inclusive Mainstream strategy for 2026-27

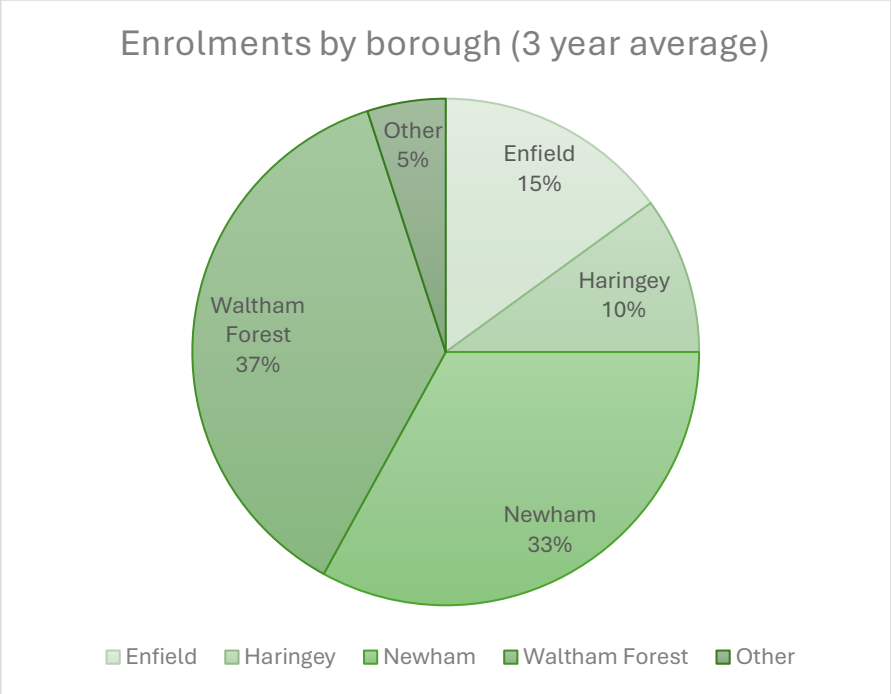
The college is currently preparing a dedicated strategy to support the purpose and aims of the recently announced Inclusive Mainstream Fund. In addition to current specialist support for SEND learners, the college will broaden its provision of adapted support, and further develop an inclusive environment that feels universal and progressive. Our strategy will focus on:

i. Training and coaching of staff for inclusive and universal practice
ii. Creating a supportive physical spaces for learners
iii. Guidance for personal development and career goals
iv. Enrichment (Talent Lab) activities inc. theatre work, peer support
v. Support for 14-16 year old learners
vi. Support for Level 1 and Level 2 learners
vii. Assistive technology
viii. Induction and progression support
ix. Attendance support
x. Data and performance monitoring

c. 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 (2025 data).



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*). External stakeholders play a vital role in shaping our curriculum, informing our skills strategy and supporting student progression. We work closely with universities, NHS Trusts, employers, professional bodies and community organisations to ensure our provision reflects both local and national skill priorities.

Our partnerships provide students with access to industry placements, employer led projects, mentoring, work experience and progression opportunities. They also contribute directly to curriculum design and review, particularly within our vocational and T Level programmes.

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:

Business and Finance
Business students completed a one-week work experience placement at Barclays' Canary Wharf offices. This provided students with first-hand exposure to the banking and financial services sector, enabling them to develop professional skills and gain an understanding of corporate working environments.

Business Level 2 students visited Man Group, where they explored the operations of a global investment management organisation and gained insight into career opportunities within the financial services industry.

Law and Professional Services
Students from participated in a legal careers workshop delivered by Federated Hermes. Students also visited the organisation's offices, where they learned about career pathways within both the legal and financial sectors.

T Level legal students attended a Law Careers Fair at London South Bank University. The event provided opportunities to engage with legal professionals, employers, and higher education providers, helping students broaden their understanding of progression routes into the legal profession.

Healthcare and Science
More than 30 Healthcare and Applied Science students attended a careers insight visit to Barts Hospital. During the visit, students explored a wide range of NHS career pathways and gained a deeper understanding of healthcare professions and workplace expectations.

Healthcare students participated in a careers insight session with BUPA professionals. Through an engaging question-and-answer session, students gained valuable first-hand knowledge of careers within healthcare and the diverse pathways available within the sector. The BUPA volunteers shared their personal career journeys, highlighting the varied routes that can lead to successful careers. Students demonstrated excellent preparation and professionalism, asking insightful questions about specific roles, industry developments, and future opportunities within healthcare.

STEM students participated in clinical skills and healthcare careers programmes at Basildon Hospital including specialist laboratory workshops. Physics students attended masterclasses through the National Space Academy inspiring progression into engineering and STEM-related higher education pathways.

To enhance employability and industry readiness, all Year 1 Sport students complete the Active Level 2 Gym Instructor qualification, an industry-recognised award with CIMPSA professional standards. In addition, all Year 2 Sport students achieve the Emergency First Aid at Work qualification through Tigerlily Training equipping them with essential skills valued in coaching, teaching and wider sport-related careers.

We have a longstanding partnership with Queens Park Rangers Football Club, providing Sports students with work placement opportunities, coaching workshops and careers insight activities.

Society and Culture students benefit from guest speakers and alumni working across law, policing, probation, public services and higher education, including contributors from UCL, Middlesex University and Cardiff University.

Creative and Digital Industries
Media students attended a careers insight visit to Canva's headquarters in Shoreditch. During the visit, students met employees from different departments, explored a variety of career pathways within the creative and technology sectors, and learned about the skills required for success in these industries.

Digital and T Level students completing industry-led software testing and Agile training programmes delivered by Golden Agile, culminating in recognised certification.

Students also participated in a practical design challenge, where they developed and presented their own interactive tools and features using the Canva platform.
Travel and Tourism.

Travel and Tourism students visited London City Airport. This experience provided valuable insight into airport operations and enabled students to explore career opportunities within aviation, travel, customer service, and airport management.

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. Student participation in an Investment Portfolio Club
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 second year of delivery of T Levels, the college remains on track to secure work placements for all students. We have established T Level Industry Placement capacity with partners including Barking, Havering and Redbridge University Hospitals NHS Trust (BHRUT), Royal Free London NHS Foundation Trust, Made Tech and Generation Net Zero.

4. The provision that our college will deliver in the year ahead (2026/27)

Table 1 outlines the college's planned provision for the academic year 2026/27, 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	% of students in pathway	Contribution to National Priorities
Creative & Digital	A Levels in art & design, media, photography, graphic design, computer science Design, Engineer, Construct Level 3 Diploma Level 3 vocational courses in art, media, digital media T Level in digital design, production & development Foundation T Level in digital Level 2 vocational courses in art, media	**19%**	Creative industries Digital & technologies Advanced manufacturing Clean energy industries Construction
STEM	A Levels in biology, chemistry, physics, mathematics, psychology Level 3 vocational courses in applied psychology, applied science T Level in science Foundation T Level in science	**18%**	Life sciences Digital & technologies Health Clean energy industries
Business & Finance	A Levels in business, economics Level 3 vocational courses in business, business & legal studies, travel & tourism, financial studies Level 2 vocational courses in business, travel & tourism	**27%**	Financial services Professional & business services Health
Society & Culture	A Levels in law, history, politics, English literature, English language, philosophy, geography, sociology, French, Spanish T Level in legal services	**11%**	Professional & Business Services Clean energy industries Professional & business services
Health	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	**20%**	Health
High School & GCSE (essential skills)	Year 11/high school: GCSEs in maths, English, science, business, geography Level 2 award in IT	**4%** **N.B. 786 students (28%**	N/A

	Award in ESOL Skills For Life Functional skills: mathematics Post-16 GCSE provision in English, maths	**of all post-16 students are taking GCSE maths).**	

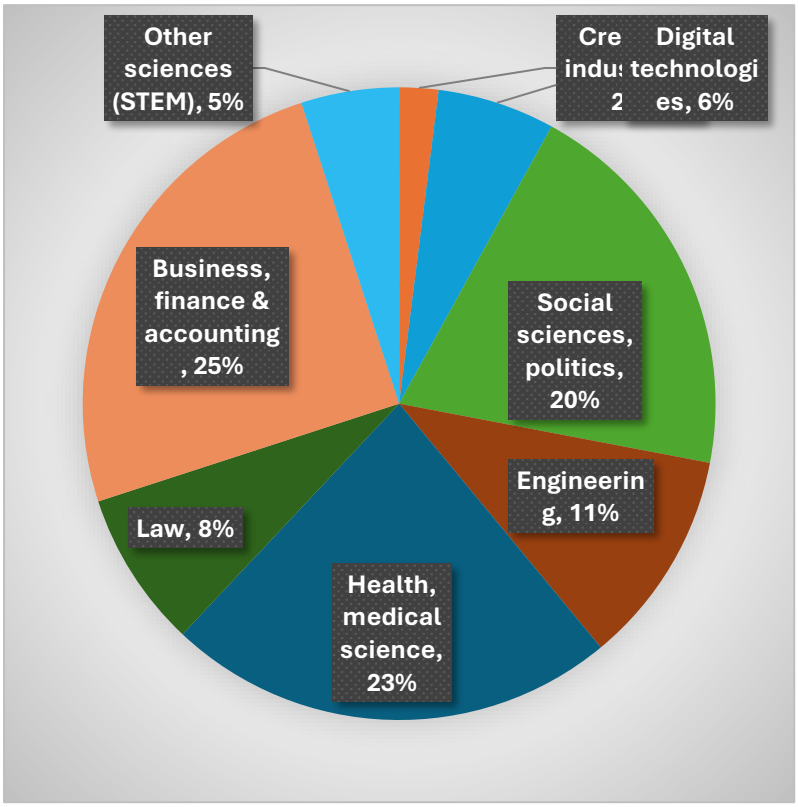
Students progress to a variety of destinations, predominantly within Higher Education. The most significant destination trend, however, has been the increase in offers of places to study at Russell Group universities, as illustrated in Table 2:

Table 2: No. of offers made to students by Russell Group universities

Year	
2020	**79**
2025	**122**
2026	**242**

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 (2025 data):

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 2025/26, we enrolled 511 students who had not achieved a grade 4 or above in their GCSE mathematics at school, and 275 who had not passed English at grade 4.
- Our Monoux High School enrolled 74 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 1245 enrolments onto courses at level 1 and 2.
- We have managed and supported close to 300 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 more than 40 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:

1. T Level growth (Marketing, Social Care, Sport by 2028)
2. Introduction of V Levels for 2028-29: Accounting and Finance, Digital Systems and Data, Education
3. Further development of Talent Lab (enrichment) courses in areas that will support students' development of skills and ambitions:
    a. Entrepreneur Club
    b. AI for study productivity
    c. Podcasting channel
    d. Money management/personal finance and taxation courses
    e. Performance
4. Growth in 14-16 direct recruitment through alternative routes (e.g. provision for previously home educated young people)

c. Strategic aims for the year ahead

1. Completion academy conversion to be a 16 to 19 academy from 1st March 2027, joining the Drapers' Multi-Academy Trust.
2. Enrolment to match strategic target (i.e. 1896 funded post-16 learners), ensuring surplus budget forecast for 2027-28.
3. Continued training of staff for T Level delivery (and introduction of V Levels) in order to be ready for new qualifications starting in 2027 and 2028
4. 'Good' financial health in 2026-27 and 2027-28.
5. Growth in High School enrolments to 80+ in 2026-27.
6. Implementation of an Inclusive Mainstream Strategy in 2026-27 to provide broad support for young people with SEND.
7. Creation of a revised Property and Digital Infrastructure Strategy in conjunction with academy conversion, including consideration of land sale to facilitate investment. In place by June 2027.
8. Further embed AI solutions for support and enrolment activities. To include application tools and the introduction of a revised Monoux App for students by November 2026.
9. Review of GDPR implementation and policy for implementation in 2026-27.

d. Quality improvement aims

In 2025, we maintained our quality of outcomes and made an important step forward in A Level outcomes with a significant improvement in high grade attainment after having reported this as a priority the previous year. Whilst attendance remains a constantly challenging goal in our context, this year we have seen an increase in the % of students with good attendance (90% as a minimum), in response to our strategy of 'shifting norms' which we also apply to other aspects of behaviour and readiness to learn.

The most significant quality improvement aims for the college for 2026-27 are:

1. Further increase in high grade attainment across all Level 3 provision to 50%.
2. Further increase the proportion of students with high attendance (half of all students in range of 90 – 100%).
3. Continued delivery, learning from the experience of its first year, 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 180 students at the college have exam access arrangements in place. We have increased our staffing budget for both SEND and safeguarding since 2025/26. This has increased 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.

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 V Levels in the future.

8. Future options

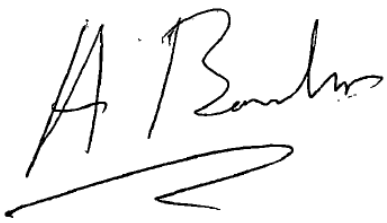
- The college has submitted aan application to the DfE to dissolve the Corporation and form a 16-19 academy, joining the Draper's Multi-Academy Trust.
- It expects to receive an outcome from the Regional Director at the start of September and then complete the process of academisation for 1st March 2027.
- The proposal is currently subject to analysis by the DfE and there is an active process for due diligence underway between the college and the MAT.
- The college initiated a public consultation exercise on 9th June 2026, following an earlier phase of consultation with staff. To date, no objections have been raised and the proposal has received positive support from staff, students and external stakeholders.

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/

Signed on 4th July 2026:



Andy Boucher

Chair of Corporation



Dave Vasse

Principal

10. Supporting documentation

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