



Notre Dame
CATHOLIC SIXTH FORM COLLEGE

26
27

NOTRE DAME CATHOLIC SIXTH FORM COLLEGE

ACCOUNTABILITY STATEMENT

1. Notre Dame Catholic Sixth Form Mission and Purpose

Notre Dame Catholic Sixth Form College, inspired by the Christian tradition, holds at the centre of our ethos the dignity and uniqueness of each person. As a Catholic Sixth Form College, our intent is to be a centre of educational excellence for the community built on faith, love and hope. We celebrate diversity amongst all our students and staff, and we seek to nurture the gifts of each individual through high quality teaching, learning and provision of extensive individual support to enable each student to achieve their full potential. We are committed to developing the 'whole person' and 'good character' of each student through access to experiences that enable them to progress and succeed and to be the 'best they can be'. We want to challenge and motivate our students to build their skills and level of commitment so that they feel confident and able to compete with the very best in any sector. By providing students with opportunities to develop their skills, increase their confidence and resilience, raise their aspirations and broaden their awareness of careers and employability skills, we are able to motivate and inspire our students to be ambitious and to have an ethos of high aspiration to help each of them reach their potential.

2. College Context

Notre Dame Catholic Sixth Form College is a consistently outstanding and oversubscribed Sixth Form College in the centre of Leeds serving the local community and graded Outstanding again by Ofsted¹ for all key judgements and 'Strong for meeting the national Skills needs in September 2024.

The College achieved the national quality kitemark for Character Education² September 2023 and is ranked in the top 50 schools and colleges in the country according to the Sunday Times Parent Power Schools Guide 2024.

Leeds is the largest economic regional economy outside of London. It is ranked 33 out of 317 local authorities on the proportion of LSOAs in the most deprived 10% nationally³ and is named as a LA where there is one of the largest gaps in the country for attainment of disadvantaged students. 53% of Notre Dame students reside in disadvantaged postcodes.

The College is predominantly a provider of Advanced Level and T Levels with some Applied General Qualifications at Level 3. The Curriculum has been designed to develop students' skills, meeting the government Skills for Jobs White Paper and 'good character' helping to prepare students for life beyond Notre Dame.

The College works extensively with a wide range of strategic groups to understand the skills needs of the local, regional and national economy. This includes the West Yorkshire LSIP, West Yorkshire Chamber of Commerce, West Yorkshire Colleges Consortium, Leeds City Council 14-19 Strategic Group, Leeds city council post 16 strategic forum and Leeds Teaching Hospital.

The College is ambitious and responsive in its curriculum which is coherent and well-planned, to enable various pathways to ensure every student can progress to their career choice. This ensures all students engage with a curriculum which when they leave Notre Dame, they have the knowledge, skills and behaviour ready for life and ready for work.

Notre Dame is a recognised lead provider of T Levels and are particularly proud of initiating the cross-city

[1] <https://reports.ofsted.gov.uk/provider/40/130548>

[2] <https://www.notredamecoll.ac.uk/about-us/character-quality-mark-award>

[3] Leeds Index of Multiple Deprivation 2019: <https://observatory.leeds.gov.uk/wp-content/uploads/2019/10/IMD2019KeyFindings.pdf>

partnership to create the first Health Care Academy where every T Level Health student in Leeds is guaranteed an industry placement, again helping to meet the needs of a LSIP priority area.

3. College Strategic Aims

The College Strategic Plan 2025-2028⁴ is supported by a yearly strategic action plan which is reviewed termly and annually at Full Corporation level. This enables the College to reflect on and review its strategic priorities for the year ahead. The College Curriculum Statement of Intent⁵ is updated annually within the context of the Strategic Aims and Action Plans. There are also two longer term strategy documents: The Estates Strategy and the College IT & Networks Strategy, both of which underpin the College Strategic Aims and have a core focus in the annual Strategic Action Plan. The Strategic Aims 2025-2028 (approved at Full Corporation Dec 2024) are:

1. We will have a steadfast commitment to the Colleges mission, ethos and values exemplified through the way our College community works, learns and acts.
2. Be recognised as one of the highest performing Sixth Form Colleges in the country providing an outstanding quality of education where the development of character nurtures students to be ethical and civic-minded, helping them to flourish in life.
3. Provide an ambitious curriculum which is innovative in its response to local and national needs, interests and aspirations, and which enables each student to develop their full potential.
4. To be guided by the Framework for Ethical Leadership in Education, and to be recognised for innovative working practices, nurturing staff well-being and development.
5. To protect and develop the College's long-term financial and environmental sustainability, whilst providing the highest quality learning and working environment.

In response to Strategic Aim number three, the College is committed to developing the skills required to meet the needs of the local, regional⁶ and national economy through the range of programmes taught, the content and planning of the curriculum and the engagement and collaboration with employers and stakeholders. In response to the national aim to develop Green skills the College has prioritised these in the curriculum with a focused development of actions to meet the 'Established' criteria of the Action Roadmap for UK FE Colleges⁷ and the Sustainability Development Goals. In response to both a national and local skills need for Digital and Health as outlined in the Leeds City Region Strategic Economic Plan 2016-2036⁸ the College introduced T Level Digital in September 2020 and T Level Health in September 2021.

The College Objectives to meet Strategic Aim 3 include:

1. To provide a challenging, progressive and inspiring curriculum to nurture ambition, curiosity sustainability and high-quality skills in all our students.
2. To be a strategic and leading provider of post-16 provision, meeting the needs of young people across the city and making strategic contributions to local and national needs through representation on key city-wide decision bodies such as LSIP and WorkForce One.
3. The College will continue to be a flagship provider and advocate of T Levels.
4. To build on the extensive range of positive reciprocal working relationships with our provision partners enabling access of specialist university resources to further develop the skills of our

[4] <https://www.notredamecoll.ac.uk/storage/app/media/1.%20About%20Us/O.%20Key%20Documents%20and%20Policies/Documents/College%20Strategic%20Plan%202025-2028.pdf>

[5] <https://www.notredamecoll.ac.uk/storage/app/media/1.%20About%20Us/O.%20Key%20Documents%20and%20Policies/Documents/Curriculum%20Statement%20of%20Intent%202024-2025%20v2.pdf>

[6] <https://westyorks-ca.gov.uk/growing-the-economy/the-west-yorkshire-plan/>

[7] Action Roadmap for UK FE Colleges: https://www.eauc.org.uk/fe_roadmap

[8] <https://www.lepnetwork.net/media/1119/leeds-city-region-sep.pdf>

students.

6. To offer the highest quality experiences for all students by working extensively with a wide range of strategic groups to understand the skills needs of the local, regional and national economy, supporting progression to chosen careers.

7. To provide outstanding CAIG which meets or exceeds all the Gatsby benchmarks.

8. To nurture aspiration for all students through the curriculum, promoting leadership through initiatives including the Stella Maris Leadership Award, the Enhancing Excellence Programme and Cambridge HE+ programme.

9. To provide numerous opportunities for students to engage or lead in social action and extra-curricular helping to prepare students for life beyond Notre Dame.

10. To maintain a proactive approach to curriculum planning which considers alternative ambitious and appropriate provision considering a nationally ever-changing educational landscape.

4. Context of Leeds and West Yorkshire⁹

- 'Today West Yorkshire is a diverse region of 2.4million people with a high economic base with almost 100,00 businesses. It has critical foundational economy sectors in traditional industries like Manufacturing and Financial Services and a thriving economy including specialisms like Green Energy, Healthtech and Media Production. It is the centre of excellence for Data and AI with the largest AI-focused student cohort in the UK. Leeds hosts major national institutions including the UK Infrastructure Bank, Channel 4, NHS England Digital, the Bank of England and the Financial Conduct Authority. The West Yorkshire Draft paper 'Emerging Local Growth Plan Priorities 2025-2025 wants to build on this to 'drive health, wealth and wellbeing outcomes for West Yorkshire residents.'
- Notre Dame will continue to respond to
 - The Draft paper 'Emerging Local Growth Plan Priorities 2025-2025'
 - The Leeds Economic Strategic Plan (LEP 2016-2036)
 - The West Yorkshire Combined Authority Employment and Skills Economic Strategy¹⁰ The LSIP for West & North Yorkshire¹¹ focus on developing skills for the local economy.

The largest sector areas are:

- Health & Social Care (13%)
- Engineering & Advanced Manufacturing (10%)
- Business Admin & Support Services (10%)
- Wholesale and Retail
- Financial and Professional Services

Growth Sectors for the region are:

- Digital and Technology
- Creative & Media
- Low Carbon/Green

Notre Dame has mapped its provision to meet the LSIP Plan priorities which include:

- Health and Social Care is the biggest sector area in West Yorkshire with 160,000+ employment and 350+ sector roles

[9] [LSIP West Yorkshire 2023.pdf](#)

[10] West Yorkshire Combined Authority Economic Strategy: [West Yorkshire Combined Authority](#)

[11] West Yorkshire LSIP Plan: https://www.wnychamber.co.uk/app/uploads/2023/08/LSIP_West_Yorkshire_2023.pdf

- Leeds and West Yorkshire is the UK's 2nd Largest centre for banking and the largest growing Legal centre.
- The Green economy definition, including power; home and building; green professional and research services; industrial decarbonisation; reduce, reuse, recycle and repair; low carbon transport; climate adaptation; and natural environment.
- 73,400 jobs in the sector (7% of all jobs) spread across diverse sub sectors incl. power (21k); home and building (20.8k). Total employment projected to grow by 104% between 2020 and 2030 – 9,270 jobs.
- The focus of these plans is for West Yorkshire to be a world leading region where 'investment in skills, training and education, and support from employers go hand in hand to create a diverse, inclusive and highly skilled workforce with good jobs, leading to sustained improvements in the quality of life for all.'
- LSIP surveys with employers have identified the following skills would be needed over the next three years:

Skill Type	% of employers with this need
Leadership and managerial	69
Employability skills (eg. team working, taking initiative, being inquisitive, attendance, time keeping, work ethic)	66
Customer Service	59
IT and digital	59
Planning and organisational	56
Technical, practical or occupation specific	51
Sales and marketing	42
Creativity	39
Financial management	29
Skills to do with low carbon and the transition to net zero	27
Numeracy	25
Literacy	20
Don't know	2
Other	0

Strengths of the Area¹²:

- The UK's largest regional finance centre, with strengths in professional and digital services.
- Innovative manufacturing with more manufacturing jobs than anywhere in the North (with specialisms in textiles, furniture, chemicals and machinery).
- The fastest growing digital sector in the country (e.g. computer programming), with areas of professional services (e.g. legal and management consultancy) seeing strong growth along with retail, hospitality and transport.
- Strong growth in culture, media and sport.
- Strong provision of health and life sciences with Leeds Teaching Hospital being one of the largest and busiest acute hospital trusts in Europe.
- West Yorkshire is home to a large and diverse HE sector, attracting a significant net inflow of students each year.
- Strong availability of intermediate level skills (levels 2 and 3), which are a key requirement for some inward investors.

[12] West Yorkshire Combined Authority Economic Strategy: [West Yorkshire Employment and Skills Framework 2021](#)

- Higher skilled jobs have been the main driver of recent employment growth, and this is expected to continue in the future.

Challenges of the Area¹³:

- The area has its challenges with lower productivity and low wages, lower employment rates and a deficit of high-level skills and innovation.
- Disadvantaged groups face the greatest risk of exclusion from employment. More than one in five people (517,000 people) live in areas defined as being amongst the most deprived 10% in England. Relative levels of deprivation in West Yorkshire have worsened between 2015 & 2019.
- Skills levels at level 4+ are below the national average. There is significant over-representation of people with low/no qualifications in West Yorkshire and large numbers with basic literacy and numeracy.
- Around two-thirds of employers expect future upskilling needs. Many report they are unable to find the skills they need.
- Many local employers acknowledge that they underinvest in skills and training, and few have a structured approach to managing their talent.
- West Yorkshire has more than twice its “fair share” of neighbourhoods that are among the most acutely deprived in terms of adult skills.
- West Yorkshire’s unemployment rate is above the national average. The claimant count (the number of jobless people claiming benefits) has been on an upward trend for some time.
- Large numbers of people lack basic literacy and numeracy skills that provide a basis for further learning and progression. English language proficiency is also an issue in parts of West Yorkshire.
- Under-utilisation of skills is a widespread issue and affected workers need options to refocus their portfolio of skills to better align with available opportunities, whilst employers need to increase their capacity to make use of graduate level skills to drive enhanced business performance.
- A significant proportion of workers lack the full proficiency to do their jobs. Among the skills that need improving are management skills, basic digital skills, functional literacy and numeracy and “soft”/interpersonal skills.
- There is potential for labour shortages as the economy recovers, particularly in sectors like hospitality, partly due to a deficit of labour market participation following the health crisis.

5. Links with Key Stakeholders

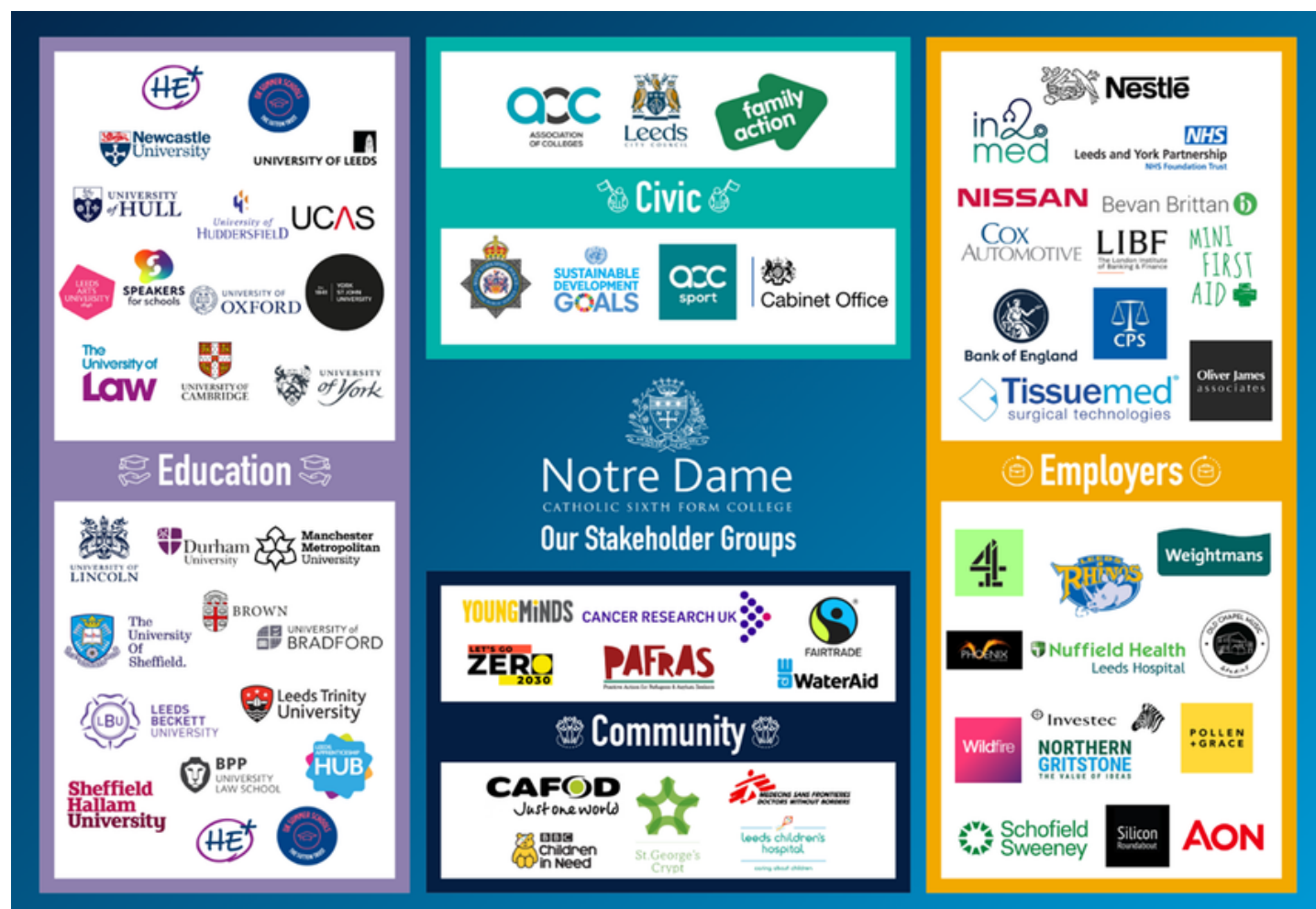
Notre Dame Catholic Sixth Form College is in regular dialogue with a range of local and national stakeholders, to give our students the best possible learning experiences and opportunities for future employment. As shown in section five, Notre Dame aims to meet local and national priority needs and has a prominent cross city role through collaboration with employers, local council and both FE and HE providers.

- Notre Dame is a pro-active contributor to the West & North Yorkshire Chamber of Commerce LSIP.
- Notre Dame is a pro-active partner with West Yorkshire Consortium of Colleges contributing to their strategic development research project which is part of a national government project to support Green and Digital skills.
- Notre Dame, in collaboration with the Leeds Teaching Hospital, Health Care Providers and Leeds City College have founded the first city wide Health Care Academy, aimed at providing every Leeds city T Level Health student with a purposeful industry placement.

[13] West Yorkshire Combined Authority Economic Strategy: [West Yorkshire Combined Authority](#)

- Notre Dame is a pro-active member of the Leeds City 14-19 Strategic Partnership group.
- Notre Dame is a pro-active member of Leeds City Post 16 Forum initiative led by Leeds city council, reviewing capacity and provision at post-16.
- Notre Dame is recognised nationally as a lead provider of T Levels, regularly working with the DfE, AoC and ETF in contributing to the promotion, sharing good practice and research of T-Level provision.

Below are some of Notre Dame's Key Stakeholders:



6i. Links with Key Stakeholders

- Health & Social Care: 95% of students who completed a health and social care programme or related programme in 2024 have been retained and are now working in the health sector.
 - Destination Profile: Health and Care Higher Apprenticeships, Allied Health Professions, Business admin and management, Nursing and midwifery, social care and related services, Science related areas.
- Digital & Technology: 39% of destinations in 2024 are linked to this sector area with destinations into Computing, Engineering and manufacturing, Science related, Business administration and management.
 - Notre Dame is the largest provider of Digital T-Level in the North and is contributing to Leeds becoming a global Digital Centre with specialisms in data storage, analytics, digital health and technology skills.
- Engineering and Advanced Manufacturing: 76% of destinations in 2024 are linked to this sector area

with destinations into Allied Health Professions, Nursing and midwifery, Science related, Engineering and manufacturing, Environment and Agriculture, Computing.

- Financial and Professional Services: 63% of destinations in 2024 are linked to this sector area with destinations into Accounting and finance, Business administration and management, Engineering and manufacturing, Law and Legal services, Social Care and related services.
- Creative and Media: 63% of destinations in 2024 are linked to this sector area with destinations into Media, Creative Arts and design, Social care and related services.
- Low Carbon and Green: 60% of destinations in 2024 are linked to this sector area with destinations into Science related, Social care and related services, Business administration and management, Construction and property, Engineering and manufacturing, Medicine, Dentistry and Veterinary Science, Allied Health Professions, Nursing and Midwifery.

6ii. College response to meeting skills needs and working with key stakeholders

The table below shows how the College is contributing to meeting the skills needs of employers and the local, regional and national economy through the range of programmes taught, the content and planning of the curriculum and the engagement and collaboration with employers and stakeholders:

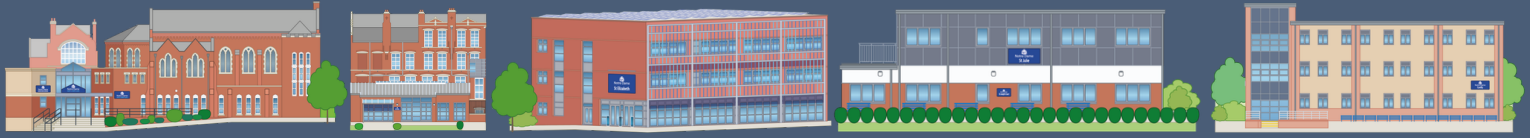
Key Stakeholders	Descriptor and links to local/national documents	College Response
CIVIC	Local or regional government bodies. These might include: local authorities (including county, district, borough or city councils and unitary, mayoral and combined authorities), local enterprise partnerships (LEPs), regional development bodies and agencies, Jobcentre Plus Leeds and West Yorkshire: West Yorkshire skills report: https://www.westyorks-ca.gov.uk/media/6033/local-skills-report-final.pdf LSIP Local Skills Improvement Plan: https://www.wnychamber.co.uk/local-skills-improvement-plan/	• Responsive to West & North Yorkshire LSIP and LEP priorities: Introducing A Level Environmental Science and pro-active partner in WYCC 'Digital Innovation in Education' project. Launch of T Level Media Production and T Level Legal Sept 2025. • In response to the local and national aim to develop Green skills the College has prioritised these in the curriculum with a focused development of actions to meet the 'Established' criteria of the Action Roadmap for UK FE Colleges and the Sustainability Development Goals. Introduction of A Level Environmental Science Sept 2024. College has secured funding and installed 4 EV Charge points. • Pro-active member of Leeds city council strategic planning group, responding to the Leeds City Region Strategic Economic Plan 2016-2036: Through collaboration with Leeds Teaching Hospital, Health Care Providers and Leeds City College, Notre Dame have founded the first city wide Health Care Academy, aimed at providing every T Level Health student with a purposeful industry placement. This has now been emulated by NHS North Tees and Hartlepool Trust • (https://www.nth.nhs.uk/news/t-level-course-new-role/) • Pro-active member of Leeds city wide 14-19 Strategic Partnership Group including a review of options to reduce city NEET figures. • Regular meetings with Leeds City Council to review their employment aims for the coming year and help them to establish relationships with our students.

Employers	Small, medium and large employers and businesses, and bodies representing employers, such as chambers of commerce, the Federation of Small Business (FSB) and the Confederation of British Industry (CBI), relevant employer representative bodies as designated in accordance with section 2 of the Skills and Post-16 Education Act 2022 Leeds and West Yorkshire: West Yorkshire skills report: https://www.westyorks-ca.gov.uk/media/6033/local-skills-report-final.pdf LSIP Local Skills Improvement Plan: https://www.wnychamber.co.uk/local-skills-improvement-plan/	• Employers actively contribute to every programme of study, for example: offering live projects, delivering presentations, reviewing curriculum, providing employer insight into local needs and making contributions to the College curriculum offer. • Employability sessions are led by employers to develop the students' employability skills and to create a talent pool from which companies would want to employ. • All T Level students have placements, employer engagement events delivered, prestigious placements secured. Continued presence on Leeds-wide initiatives. • All staff will engage in an industry day 2023-2025. • All T Level staff have engaged in industry experience. • All departments have links with at least one university with workshops visiting speakers. Universities identify skills they need/look for and these are included into the curriculum offer. • Meet the College event- employers invited into the College to meet with curriculum lead/SLT/ Careers to discuss courses, progression etc. • Students visit different companies' offices to get an insight into the working world and different career paths. • Lunch time sessions with employers and students within the College to discuss current opportunities and apprenticeships available. • Annual Careers Fair and annual HE Fair held with stalls provided by numerous employers, apprenticeship providers and Higher Education providers. • Level 2 Employability week held at the end of the academic year where all L2 students need to engage in meaningful work experience. • Extensive support for all students to engage in meaningful work experience opportunities.
Education Providers	Other providers of education including other colleges, universities/higher education institutions, independent learning providers, community learning and skills providers, schools	• Notre Dame, in collaboration with the Leeds Teaching Hospital, Health Care Providers and Leeds City College have founded the first city wide Health Care Academy, aimed at providing every Leeds city T Level Health student with a purposeful industry placement. This has now been adopted by NHS North Tees and Hartlepool Trust (https://www.nth.nhs.uk/news/t-level-course-new-role/) • The Level 2 curriculum offer is an Applied General Qualification combined with either English Language or Maths GCSE re-sit, upskilling and enabling career progression with increased opportunities to progress to either level 3 study, apprenticeships or employment, meeting a key local and national skills need. Students consistently make outstanding progress with re-sit English Language and Maths GCSE. In 2024, 54% English Language re-sit students achieved grade 4 or above against post-16 cumulative percentage of 25.9% and 39% Maths GCSE re-sit students achieved a grade 4 or above, against post-16 cumulative percentage of 17.3%¹⁴ • The College curriculum provides genuine progression from High School to University, apprenticeships or employment – Outstanding destination data 2024 with 100% Level 2 and L6 and 99.4% U6 securing a positive destination • The College curriculum provides outstanding support for SEND students with a highly positive impact on students' levels of achievement and outcomes with no discernible differences in

		Achievement and Retention compared to the whole College. • Opportunities for students to develop and improve their leadership and management skills, digital, literacy and numeracy skills and transferable skills, all identified as core themes in the LSIP, are embedded throughout the curriculum. • Skills needs and employability skills which reflect local and national needs and are informed by the stakeholders, are embedded throughout each programme of study and the curriculum. • All departments work with employers, universities and alumni to plan the curriculum. Consequently, courses prepare students effectively to progress into employment and apprenticeships. For example, medical clinicians provide expert advice on the content of the curriculum to ensure students can gain health care assistant roles. • The College has a pro-active and positive relationship with citywide employers who inform the College curriculum development and enhance all students experience in preparation for further study or employment. • Collaboration with employers enables timely and appropriate responses, for example: specialist skills workshops led by health practitioners from across the city • The College provides numerous large scale Career events and meets all Gatsby benchmarks. • All students have access to the highly skilled College careers team, to discuss next steps and progression, evidenced in sustained outstanding destination data. • All Level 2 students engage in employability week at the end of the academic year to prepare L2 students for progression. • Leaders (SLT) play a prominent role as members of local and regional skills forums to gain an understanding of the skills needed and are at the forefront of playing a significant part in shaping and planning the skills priorities in Leeds: part of Leeds 14-19 Strategic Group, FE in HE Forum, West Yorkshire Colleges Group. • Governors have a very strong awareness of local and national skills needs. • Leaders form highly collaborative relationships with local further education providers: City wide Healthcare Academy initiative and the HE in FE Forum group. They agree jointly sensible plans to offer courses that broaden rather than duplicate the curriculum across Leeds. As a result, local students have a rich choice of courses to study in the area. • All learning builds towards an end point. Students are being prepared for their next stage of education, training or employment at each stage of their learning.
Community	Community representative groups, local authority projects or initiatives that train or bring into education those furthest from employment or training, or that target particular neighbourhoods, areas and communities	• In response to the national aim to develop Green skills the College has prioritised these in the curriculum with a focused development of actions to meet the 'Established' criteria of the Action Roadmap for UK FE Colleges¹⁵ and the Sustainability Development Goals. • All students engage in community charity/volunteer events/work, for example litter picking. • Health students volunteer at the local hospital or in healthcare settings to gain experience which in turn also supports the industry.

Community	Community representative groups, local authority projects or initiatives that train or bring into education those furthest from employment or training, or that target particular neighbourhoods, areas and communities	• Each department annually supports and fundraises for a specific charity contributing to community. • Regular fundraising for local charities, for example: Homeless Street Angels, Beacon Housing, St George's Crypt, St Vincent de Paul Society and many others. Representatives from these charities deliver tutorials to students throughout the academic year. • College holds initiatives with students such as 'sleep out for the homeless' Christmas event for the aged in the local community, local litter picking, all with a focus on developing an understanding of particular neighbourhoods, areas and communities.
-----------	---	---

College Actions for 2025-2026	• Retain Ofsted 'Strong' for meeting the skills needs locally, regionally and nationally • Contribute to Leeds Best City Ambition • To continue to build and extend on the extensive range of positive reciprocal relationships, including with universities and local employers. • To explore a Law internship in collaboration with a local university • To enhance our CIAG offer via the launch of PlatForm1 • To trial and develop cross city digital competency badges in Health to be integrated into the Level 3 Health T level provision, with a view to expanding this across other curriculum disciplines • To continue to collaborate at both a strategic and operational level with Leeds city council and other providers to reduce Leeds city NEET and Not Known figures. • To continue to support staff to access and undertake high quality, relevant industry standard CPD to develop their pedagogy and further support learners to develop their knowledge, skills and behaviours. • New Careers and Employability Managers to coordinate and further develop the employability skills in support of local, regional and national skills needs to enable each student to continue to further study or employment. Two certified employability skills programmes to be launched to all Level 2 students from June 2025, with a view to expanding this to Level 3 students from Sept 2025. Launch of a new Employability and Skills Fayre for all L6 and Level 2 students to attend in July 2025. • To utilise the skills of our existing Digital T level students to develop a CRM to capture all college staff contact with external stakeholders, including employers.
-------------------------------	--



Notre Dame

CATHOLIC SIXTH FORM COLLEGE



FRAMEWORK FOR
ETHICAL LEADERSHIP
IN EDUCATION
PATHFINDER



Sixth Form Colleges
Association



ACE School of
CHARACTER