



Notre Dame
CATHOLIC SIXTH FORM COLLEGE

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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 high performing college, situated in the centre of Leeds which is within the Diocese of Leeds, graded Outstanding again by Ofsted¹ for all key judgements in March 2022. The College has a local reputation for excellence with over three years of sustained outstanding quality of education as measured by the outstanding ALPs quality indicator grade for A level and Applied General qualifications and highly positive student feedback. The College is ranked in the top 50 schools and colleges in the country according to the Sunday Times Parent Power Schools Guide 2022. The College is clearly a destination of choice as shown in the year-on-year growth of student numbers.

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% nationally² and is named as a LA where there is one of the largest gaps in the country for attainment of disadvantaged students. 57% 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 Paper³ and 'good character' helping to prepare students for life beyond Notre Dame. The flexibility of the curriculum enables students a breadth of choice from 26 A Level subjects, 9 BTEC/CTEC subjects and 4 T Levels. 97% are on a Level 3 course and 3% of students were enrolled onto a Level 2 programme with 80% of these students coming from disadvantaged postcodes. The L2 curriculum is designed to provide students with a fresh start, offering an Applied General qualification with English Language or Maths GCSE providing the skills to progress to either level 3 study, apprenticeships or employment. The aim of the curriculum is to motivate and inspire our students, whilst also being responsive to local and national industry needs.

[1] Ofsted 8th March 2022, report published 10th May 2022: <https://reports.ofsted.gov.uk/provider/40/130548>

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

[3] DfE Skills for Jobs: Lifelong Learning for Opportunity and Growth published January 2021

3. Strategic Aims

[The Strategic Aims 2021-2024](#) are 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 Intent document](#) 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 2021-2024 (approved at Full Corporation Dec 2021) are:

1. We will provide a world class Catholic Education 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 outstanding quality of education, where each student feels welcome and safe.
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 contemporary working practices, nurturing staff well-being and development.
- 5: To protect and develop the College's long-term financial 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, regional⁴ 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 Leeds City Region Strategic Economic Plan 2016-2036⁵ which states its aim is to grow the economy through four strategic priorities including digital and health, 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. Provide a challenging, progressive and inspiring curriculum
2. To be a leading provider of T-Levels
3. To be a leading Sixth Form for cross Leeds city initiatives
4. To build and extend on the extensive range of positive reciprocal relationships, including with local employers and agencies to secure high-quality industry placements

T-LEVELS
THE NEXT LEVEL QUALIFICATION

[4] West Yorkshire Combined Authority Employment and Skills: <https://www.westyorks-ca.gov.uk/growing-the-economy/strategic-economic-framework/policies-and-strategies/employment-and-skills/>

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

4. Context of Leeds

Leeds City Region economy is the biggest outside of London. Worth over £62 Billion and generating 5% of England's output. With 3 million residents, a workforce of 1.9 million, 119,000 businesses, 14 FE Colleges, and 9 HE Institutions, is one of the largest concentrations in Europe.

The Leeds Economic Strategic Plan (LEP 2016-2036) and the West Yorkshire Combined Authority Employment and Skills Economic Strategy^[6] and the LSIP for West & North Yorkshire 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



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.’

Strengths of the Area^[7]:

- 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^[8].
- Higher skilled jobs have been the main driver of recent employment growth and this is expected to continue in the future.

[6] West Yorkshire Combined Authority Economic Strategy: [Employment and Skills - West Yorkshire Combined Authority \(westyorks-ca.gov.uk\)](https://www.westyorks-ca.gov.uk/economic-strategy)

[7] West Yorkshire Combined Authority Economic Strategy: [Employment and Skills - West Yorkshire Combined Authority \(westyorks-ca.gov.uk\)](https://www.westyorks-ca.gov.uk/economic-strategy)

[8] Skills for Inward Investors: <https://www.worldskillsuk.org/wp-content/uploads/2022/06/Skills-Taskforce-2022-FINAL.pdf>

Challenges of the Area⁹

- 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.



[9] West Yorkshire Combined Authority Economic Strategy: [Employment and Skills - West Yorkshire Combined Authority \(westyorks-ca.gov.uk\)](https://www.westyorks-ca.gov.uk).

5. How College Curriculum meets Local and National Skills Priorities

- T Level Health: Through collaboration with Leeds Teaching Hospital, Health Care Providers and Leeds City College, we have founded the first city wide Health Care Academy, aimed at providing every T Level Health student with a purposeful industry placement. Collaboration enables timely and appropriate responses, for example: specialist skills workshops led by health practitioners from across the city have been introduced to address any identified skills gaps in collaboration with Leeds City College. 35% of Notre Dame students progress to Health, Social Care or Science related employment or Higher Education programmes.
- T Level Digital: 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. Approximately 6% of students progress to digital, computing, software development sector area employment or Higher Education programmes.
- Business and Financial Services curriculum including T Level, A Level and Applied General Qualifications support the LSIP with over 25% of students progressing to these sector area employment or Higher Education programmes.
- Plans to introduce T Level Media and T Level Legal from September 2024 developing the future skills to meet LSIP priorities in these areas.
- Notre Dame is part of the FE in HE city wide forum, collaborating with Leeds City College and Leeds College of Building to ensure a cohesive strategic approach to post-16 provision in the city.
- 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. Since 2021 we have hosted two National T-Level Provider Training Events where we have shared our planning, delivery and curriculum models with new providers. Senior Leaders have worked with the AOC to produce a DfE T-Level Podcast aimed at college and school leaders who are considering the introduction of T-Levels from September 2023. This is on Spotify and available across several social media platforms.
- Our Digital and Health T-Level Heads of Department delivered a face-to-face training session on how to successfully plan and deliver the ESP at the Northern ETF Conference at Elland Road in April of this year. In June 2023, we will be hosting a Notre Dame T-Level training day for several colleges across the country to support them in implementing T-Levels into their curriculum and will be working with the Gatsby Charitable Foundation on a research project around curriculum design and development of T-Levels.
- The College curriculum offer contributes to meeting National Skills Priorities for Digital and Technology, Health and Social Care, Science and Mathematics, Creative Industries and Computing through the offer of T Level, A Level and Applied General programmes. Over 60% of students study these subject sector areas.
- 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. Students consistently make outstanding progress with re-sit English Language and Maths GCSE. In 2022, 85% English Language re-sit students achieved grade 4 or above against post-16 cumulative percentage of 28.4% and 62% Maths GCSE re-sit students achieved a grade 4 or above, against post-16 cumulative percentage of 20.1%¹⁰.

[10] <https://feweeek.co.uk/gcse-results-2022-maths-and-english-resits-pass-rate-takes-big-drop/#:~:text=Women%20once%20again%20outperformed%20men,English%20and%20maths%20resit%20entries>.

- The College curriculum provides genuine progression from High School to University, apprenticeships or employment – Outstanding destination data 2022 (Level 2 and L6 100%, and U6 99% secured 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.
- All curriculum decisions are carefully researched, logical and well-thought out using evidence locally, regionally and nationally to inform decisions. The Curriculum offer is reviewed annually to ensure we are responsive to local, regional and national changes.
- All study programmes are designed to ensure students develop an awareness of the skills and qualities needed for employment in their specific field. Students are offered extensive Careers, Information, Advice and Guidance (CAIG) from pre-application through to completion of their programme of study to equip students with the skills, knowledge and qualifications needed to progress onto positive destinations. The emphasis is on ensuring the study programme meets the needs and aspirations of each student, therefore there is a great deal of flexibility when putting together a study programme.
- 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.
- There is a core focus in the curriculum of developing leadership and the inherent transferable skills needed to be confident and positive role models of leadership, through the bespoke Notre Dame Stella Maris Leadership Award^[11].
- Employability and transferable skills are embedded in curriculum and all students have the opportunity to engage in meaningful work experience, both virtual and in-person. All Level 2 students engage in at least one full week of work experience.
- March 2022 Ofsted report commented, 'students flourish in the college's positive and harmonious environment^[12] and 'students successfully develop their confidence and resilience through a rich and varied extra-curricular programme', which enables students of Notre Dame to take up their place in society, understand the world around them, and to stay safe and healthy.



[11] <https://www.notredamecoll.ac.uk/stella-maris-and-pte>

[12] Ofsted 8th March 2022, report published 10th May 2022: <https://reports.ofsted.gov.uk/provider/40/130548>

6. Links with Key Stakeholders

Notre Dame Catholic Sixth Form College is in regular dialogue with a range of local and national stakeholders, so that we can give our students the best possible learning experiences and opportunities for future employment. As shown in section four, 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 contributing 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 skills.
- Notre Dame is a pro-active member of the Leeds City 14-19 Strategic Partnership group, chaired by Cllr Marshall-Katung.
- Notre Dame is a pro-active member of Leeds City HE-FE forum initiative led by Leeds city council, attended by College and University leaders.
- 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.
- 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.

Notre Dame will develop this further by working closely with the West & North Yorkshire Yorkshire (WNY) Chamber of Commerce to support the LSIP. And this will form part of the targets listed in our Action Plan. WNY works in partnership with local providers, councils and businesses to ensure that everyone in our region benefits from a strong, successful economy and a modern, accessible transport network.

The College is committed to a collaborative approach, building strong cross city and region relationships, so that we can support the achievement of local priorities as set out in their economic growth plan and contribute to meeting national priorities.



7. College Summary

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	<p>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</p> <p>Leeds and West Yorkshire: West Yorkshire skills report: https://www.westyorks-ca.gov.uk/media/6033/local-skills-report-final.pdf</p> <p>LSIP Local Skills Improvement Plan: https://www.wnychaamber.co.uk/local-skills-improvement-plan/</p>	<ul style="list-style-type: none"> • Contributor to West & North Yorkshire LSIP • Pro-active member of city wide 14-19 Strategic Partnership Group reviewing and exploring progression options to reduce city NEET figures • DWP- Digital Design competition to develop aspects of DWP IT system- open to all L6 Digital student • Jobcentre- Employability sessions on CVs and developing soft skills with students • Leeds City Council T Level Host placement with the aim for students to progress onto degree apprenticeships • Regular meetings with LCC to review their employment aims for the coming year and help them to establish relationships with our students. • Local establishments offer visits to their premises for students and their open days.

Employers	<p>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</p> <p>Leeds and West Yorkshire: West Yorkshire skills report: https://www.westyorkshire.gov.uk/media/6033/local-skills-report-final.pdf</p> <p>LSIP Local Skills Improvement Plan: https://www.wnychamber.co.uk/local-skills-improvement-plan/</p>	<ul style="list-style-type: none"> • ‘Touching base’ meetings with various employers to see what they are currently offering in the city for students post college. • Employability sessions led by employers to develop the students’ soft skills and to create a talent pool from which companies would want to employ. • Meet the College event- employers invited into the College to meet with curriculum lead/SLT/ Careers to discuss courses, progression etc. • Students to 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. • Provision of taster activities for students from different companies working on real life projects to enable students to get a feel for what the role is like in the real world.
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Education Providers	Other providers of education including other colleges, universities/higher education institutions, independent learning providers, community learning and skills providers, schools	<ul style="list-style-type: none"> • The curriculum offers students the knowledge and skills that reflect the needs of the local, regional and national context. • College Career events: Career Day and HE Day • Leeds Teaching Hospital trust- providing support within Health T Level curriculum to deliver practical sessions • All students have access to the highly skilled College careers team, to discuss next steps and progression. • Level 2 employability week at the end of the academic year to prepare L2 students for progression. • All lessons develop literacy and numeracy skills, which students need for work. • 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 Sustainability Research Project. • All departments work with employers and universities 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. • 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. • Collaboration enables timely and appropriate responses, for example: specialist skills workshops led by health practitioners from across the city
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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.	<ul style="list-style-type: none">• Health students volunteer at the local hospital or in healthcare settings to gain experience which in turn also supports the industry.• All students engage in community charity/volunteer events/work.• 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 a understanding of particular neighbourhoods, areas and communities.
College actions for 2023-2024	<ul style="list-style-type: none">• To successfully introduce T Level Media and T Level Legal September 2024 and grow total T Level students' numbers by at least 8% or more (in line with college growth of last three years).• To consult with the chamber about how Notre Dame can contribute to the LSIP for West Yorkshire and what employee skills are a priority for local businesses.• To build and extend on the extensive range of positive reciprocal relationships, including with local employers and agencies to secure high quality industry placements.• To extend invitations to more employers into college for 'meet the College' sessions.• To invite key stakeholders including employers and their representative bodies to contribute to the Colleges strategic curriculum planning events.• To build on the West Yorkshire Colleges research project, continuing a commitment to meeting the sustainability goals and responding to climate change with the reduction in annual energy consumption and move to net zero, through initiatives including changing all lighting to LEDs.	



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