

# Annual Accountability Statement 2025-26



*Transforming lives through learning in a Christian community*

# STATEMENT OF PURPOSE

St Francis Xavier Sixth Form College is a Roman Catholic sixth form college in the Archdiocese of Southwark adjacent to Clapham Common in the London Borough of Wandsworth. The College was established in 1985 with the chief aim of providing broad, high quality academic and vocational education programmes to 16-19 year old students wishing to join a faith-based institution. Its accessible location makes it an attractive proposition for students from across London and provides students with excellent accommodation and facilities. In November 2023, the College was rated as 'Good' for Overall Effectiveness by Ofsted with 'Outstanding' sub-judgements for Personal Development and Provision for Learners with High Needs



Our vision is to offer a value-based education that aligns to the College's spiritual mission of providing for the educational needs of our students in a Catholic environment that proclaims Jesus Christ, the Way, the Truth and the Life. We are committed to a community based on mutual respect where we recognise our responsibilities to ourselves and others. We practise the preferential treatment of the poor and marginalised and have high expectations for disadvantaged learners and those with high needs. Our curriculum has been designed with the specific needs and interests of our learners in mind whilst also responding to the needs of employers. It aims to provide credible and aspirational stepping-stone qualifications which allow students to reach the next steps towards their progression goals. Departments are encouraged to use up to date local and regional youth labour market information to shape the curriculum they offer. To this end, not only do we teach our students the skills necessary to be successful on their chosen courses, such as how to think deeply and critically but also those skills necessary for the workplace.

The College delivers A levels, applied general qualifications, GCSE English and maths and a range of additional qualifications designed to support the academic and progression goals of its students. In 2022, the College embarked on the delivery of its first T level in Management and Administration, and has since added Accounting, Education and Early Years and Media Broadcast and Production to its portfolio. The College makes a significant contribution to social mobility, largely through the progression opportunities and support it gives its students. The progression route of choice for the majority of our learners is into higher education. In 2024, 79% of level 3 learners progressed to university.



# CONTEXT AND PLACE

London's population is younger and more ethnically diverse than the rest of England. 58% of young Londoners enter Higher Education by age 19. The aspirations of the majority of Saint Francis Xavier students is to progress to university which is borne out by the higher than average progression rate to university which is typically in excess of 80%. Therefore there is a 3 to 4 year lag before students of the college enter the labour market, whether that be in London or elsewhere.

The College is ethnically diverse with 84% of students from a Black, Asian or other minority ethnic heritage. This is significantly higher than your typical sixth form college, as is the socio-economic context where approximately 90% of learners are drawn from the bottom two income quartiles as defined by the IDACI metric. Just over a third of students receive free college meals.

The College is located in the London borough of Wandsworth, on the fringes of Clapham Common. Despite being located in Wandsworth, only 8% of our students reside in this borough as the borough is well served by schools with significant sixth form provision. Just over 70% of students travel to the college from the boroughs of Lambeth, Southwark, with a growing contingent arriving from Croydon and Merton to the south of the College



Top 10 Boroughs (all)	2024/25		2023/24		2022/23	
London Borough of Lambeth	355	27.2%	335	26.4%	321	26.3%
London Borough of Southwark	277	21.3%	261	20.6%	257	21.1%
London Borough of Croydon	182	14.0%	155	12.2%	148	12.1%
London Borough of Merton	117	9.0%	126	9.9%	115	9.4%
London Borough of Lewisham	116	8.9%	150	11.8%	143	11.7%
London Borough of Wandsworth	108	8.3%	116	9.1%	87	7.1%
London Borough of Sutton	25	1.9%	13	1.0%	19	1.6%
London Borough of Bromley	21	1.6%	19	1.5%	14	1.1%
London Borough of Westminster	12	0.9%	17	1.3%	32	2.6%
London Borough of Greenwich	11	0.8%	10	0.8%	15	1.2%
All other boroughs	79	6.1%	68	5.4%	69	5.7%
<b>Total</b>	<b>1303</b>		<b>1270</b>		<b>1220</b>	

# APPROACH TO DEVELOPING THE ACCOUNTABILITY STATEMENT

In developing this plan, the College has engaged with a range of stakeholders to ensure that our curriculum strategy not only meets the needs of our learners but also the needs of the community, employers and the Government's priorities. Such stakeholders include:

- Wandsworth LA - primarily through BEST (business and Education Succeeding Together)
- Business LDN - Employer Representative Body
- The Bridge Partnership (business representative network)
- DWP
- Strategically important local employers
- Community organisations
- SFCA (London and National)
- London Sixth Form Partnership
- AOC
- ACVIC (and LOCVIC)
- Wandsworth Schools and Colleges
- RC Archdiocese of Southwark Education Service
- University networks E.g. St. Mary's University College, Twickenham

In May 2023 the Local Skills Improvement Plan was published by Business LDN, the Government's designated Employer Representative Body (ERB) for Greater London. The pan-London LSIP highlighted the priority sector skills needs in London as:

- Construction
- Creative
- Health and Social Care
- Hospitality
- Financial and Professional Services

In addition, the pan-London LSIP has identified a number of skills needs which cut across all sectors. These cross-cutting skills are:

- Digital
- Financial
- Green
- Transferable
- Labour Market Inclusion

In addition, there are four annexes of the LSIP, one for each of London's four sub-regions. Particularly, the College has engaged with Central London Forward and the South London Partnership, the local government bodies with oversight for sub-regional LSIPs in central London and south London respectively.



As a highly inclusive sixth form college which recruits students from some of the most economically deprived areas of London, the College has also adopted Central London Forward's (CLF) Inclusive and Sustainable Growth Strategy in putting this statement together. CLF sets out four priorities:

- People
- Place
- Net Zero
- Resources

# CONTRIBUTION TO NATIONAL, REGIONAL, & LOCAL PRIORITIES

In arriving at our key priorities for the coming year, we have drawn together local, regional and national market intelligence from our work with our strategic partners.

In January 2025, the Department for Education updated the college and local authority accountability agreements guidance to reflect national priority sectors. Those sectors identified include: Advanced Manufacturing; Creative Industries; Defence; Digital and Technology; Financial Services; Life Sciences; Professional & Business Services; Clean Energy Industries; Construction; and Health. Our overarching strategic commitment remains to transform the lives of our learners and position the College as a key contributor to economic growth in London and beyond.



Our priorities for the coming year emerge from the proposed recommendations from the pan-London LSIP. Four interlocking action areas have been identified:

1. Meeting London's skills needs
2. Supporting and galvanising business action
3. Delivering a skills system that is fit-for-purpose
4. Building an inclusive London workforce

1	<b>Meeting London's skills needs</b>	Making transferable skills as a golden thread across the college curriculum. Embedding essential digital skills into the college curriculum and engaging with employers to ensure that our students are at the forefront in utilising cutting-edge technology. Address green skills by adapting our engineering course to include electrical engineering units and embed carbon literacy into all courses in much the same way as British Values.
2	<b>Supporting and galvanising business action</b>	Liaise more closely with employers, particularly SMEs, and universities in ensuring relevant sector skills are being addressed through the curriculum
3	<b>Delivering a skills system that is fit-for-purpose</b>	Scale-up employer-provider collaboration through greater engagement with schemes of learning and industrial placement offers. On appropriate courses, ensure that learning is more applied and less theoretical. Upskill careers officers to ensure they are providing the best CEIAG across all sectors
4	<b>Building an inclusive London workforce</b>	Work with employers to help boost engagement with black and minoritised communities as well as disabled Londoners and care leavers. Additionally, seek to help disadvantaged Londoners gain access to digital devices, and learn digital skills



# HOW THE CURRICULUM ADDRESSES NATIONAL, REGIONAL & LOCAL PRIORITIES

## PRIORITY SECTORS

<b>Construction</b>	CTEC Engineering; A Level Physics, Maths, F. Maths; UAL Art & Design (Architecture)
<b>Creative</b>	UAL Art & Design; UAL Creative Media; UAL Performance & Production Arts  A Levels: Graphics; Fine Art; Photography; Media studies T Level Media Broadcast & production (commencing Sept 2024)
<b>Health &amp; Social Care</b>	BTEC Health and Social Care (L2 and L3); Applied Science; T Level Education & Childcare (commenced Sept 2023)
<b>Hospitality</b>	BTEC Travel & Tourism  T Level Management & Administration
<b>Financial &amp; Professional Services</b>	A Levels: Business; Economics; Law; Maths; F. Maths; Stats T Levels: Management & Administration; Accounting BTEC: L1/L2/L3 Business; Applied Law

## Digital

A Level Media  
UAL Creative Media  
BTEC IT (L2 & 3)

## Financial

A Levels: Maths; F. Maths; Economics; Business  
BTEC Business (L1,2,3)  
T Level in Management and administration

## Green

BTEC Engineering (L2 and L3); Carbon Literacy  
A levels: Biology, Geography;  
BTEC Applied Science

## Transferable skills

SFX Essential 8  
All subjects/ tutorial/ religion and philosophy/

## Labour Market Inclusion

Foundation Business  
Functional Skills maths and English  
ESOL

## CROSS - CUTTING THEMES

# Progress with Priorities for 2024/25

Priority/ Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement	Update Feb 2025
Continue to expand the College's portfolio of T levels and increase the number of students taking up T levels. Particularly, ensure a successful launch of the L3 T Level in Media, Broadcast and Production	Both local and regional prosperity will be significantly enhanced by increasing the numbers of students achieving relevant level 3 qualifications and technical skills who either progress on to further study in related fields or enter the London labour market.	New L3 T level in Media, Broadcast and Production launched in September 2024. 51 students enrolled onto yr1 of the four T Levels (Accounting 20, Management & Admin 17, Education & Early Years 9, Media, Broadcast & Production 5)
Shape and support the vocational curriculum to incorporate opportunities for direct local employer engagement	Increase the number of students gaining workplace related experiences, relevant exposure to future professional opportunities and opportunities to develop career awareness and personal social and employability skills	More opportunities for direct local employer engagement through T level and BTEC placements. New role created of strategic partnerships from Sept 2025
Continue to provide high quality information, advice and guidance to learners who choose to apply to higher education to help them make informed choices and giving them an understanding of their future work options.	The destination of choice for the majority of our learners remains higher education. Through high quality information, advice and guidance we will promote courses and HE institutions that are most likely to improve the life chances of our young people. Importantly, we will grow the number of students applying to, and taking up offers from Russell Group and Sutton 30 universities.	Students continue to receive high quality IAG. The College punches well above its weight with respect to students progressing to higher education. SFX is ranked second of all sixth form colleges when considering prior achievement and progression to HE. 83% of level 3 leavers in 2024 progressed to university 96% of those that applied were placed 23% at Top third <i>"Students receive comprehensive careers guidance. Through weekly tutorials and high-quality advice from impartial careers staff, students are clear on their progression routes from an early stage in their studies"</i> Ofsted 2023



Priority/ Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement	Update Feb 2025
Continue to ensure students, parents and staff develop their understanding of higher level apprenticeships, by forging proactive links with employers and apprenticeship providers.	Students have a deep understanding of the local and regional labour market and are aware of the higher level apprenticeship opportunities in these areas. Consequently, we will see more students take up higher level apprenticeships	<p>LSIP priority sectors are used when giving careers education, information, advice and guidance (CEAIG).</p> <p>Talk by Mary Cunningham from the DWP and a visit to JP Morgan during Apprenticeship week aimed at those considering direct entry into the workplace.</p> <p>T Level curriculum based on LSIP priority sectors. Increased number of apprenticeship providers invited to annual HE and employment fair.</p> <p><i>"Leaders and managers have developed a curriculum that enables a large majority of students to develop the skills required to move on to their chosen destinations. Leaders have a strong focus on the development of students' transferable skills. For example, college careers coaches work with the Investment Association trade body to run skills workshops for students who are interested in a career in the City. The sessions model the recruitment process in the financial sector. As a result, students develop useful work-related presentation, teamwork and analytical skills."</i> Ofsted 2023</p>
Pursue the College's strategic priority to make the College estate more sustainable and contribute to the government's target of net zero carbon emissions by 2050.	The sustainability strategy will mitigate the impact the College has on the environment by raising awareness of the green agenda amongst the College community, reducing its carbon footprint and through conservation of ecosystems local to the College. Members of the College community will be committed to improving sustainability and tackling climate change through action and advocacy.	<p>We have resubmitted a CIE bid for funds to strengthen the roofs across the college estate so that we can move forward with the Solar Panel (PV) project and reduce the College's carbon footprint.</p> <p>A new environment committee has been established this year. This is a student-led group with the idea that they can engage their peers in making the college estate more sustainable.</p>



Priority/ Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement	Update Feb 2025
		A Jubilee Garden is being planned to celebrate the Pilgrims of Hope Jubilee Year.
Further support our SEND students in achieving their ambitions for adulthood	Our SEND students will see tangible impact on their lives across the four 'preparation for adulthood' themes (progression, independence, participation & relationships, health) and make a valuable contribution to the skills needs of their communities as a result	100% positive destinations for our SEN students 86% progressed to HE or Apprenticeship whilst 14% moved directly into employment. 88% of students with an EHCP progressed to HE or Apprenticeship.
Use the Skills Builder Framework to support the delivery of core essential skills: listening; speaking; problem solving; creativity; staying positive; aiming high, leadership; teamwork	Students will be better prepared to succeed in their progression goals by focusing on the core essential skills highlighted in the skills builder framework	The Skills Builder Framework is now embedded and forms the focus for our Tutorial Programme and is also evidenced throughout the Curriculum. "Skills weeks" are now a feature of the College calendar. The Big Debate, facilitated by The Hebe Foundation took place in the Autumn term. Broader range of enrichment activities focussed on employability skills e.g. Young Enterprise
To increase skills provision linked to LSIP priorities	Introduce at least one new level 3 course aligned to the LSIP priorities, using the facilities and equipment created under the LSIF. This will help the acquisition and development of priority skills.	New L3 T Level in Media, Broadcast and Production introduced which uses state of the art industry standard equipment which is also available for use by other creative subjects. New SFX TV show – The Media Plug available now on YouTube
To upskill staff by improving the quality of support and training in LSIP priority areas through immersive industry placements	Teachers will become more confident in using industry standard equipment and delivering courses in LSIP priority areas	Employer Engagement Day added to the College Calendar

# Priorities for 2025/26

Priority / Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement
Continue to develop our curriculum provision aligned to sector needs and LSIP priorities	Both local and regional prosperity will be significantly enhanced by increasing the numbers of students achieving relevant level 3 qualifications and technical skills who either progress on to further study in related fields or enter the London labour market.
To upskill staff by improving the quality of support and training in LSIP priority areas through immersive industry placements	Teachers will become more confident in using industry standard equipment and delivering courses in LSIP priority areas
Consolidate the existing T level offer, increasing the number of students taking up each of the 4 T levels currently offered.	Both local and regional prosperity will be significantly enhanced by increasing the numbers of students achieving relevant level 3 qualifications and technical skills who either progress on to further study in related fields or enter the London labour market.
Fully embed our Digital Strategy to staff and students across all curriculum areas with a particular focus on the use of AI and the impact of this in the workplace	All students and staff are fully equipped to develop strong digital skills and up to date knowledge of AI and other software packages to help meet workforce needs.
Further develop the College's Essential 8 and enrichment programmes to strengthen and develop the range of support for employability skills for all students at the College, enabling them to make informed choices about their future employment opportunities	Students will be better prepared to succeed in their progression goals by focusing on the core transferable skills highlighted in the skills builder framework (the foundation of the SFX Essential 8 programme)
Continue to provide high quality information, advice and guidance to learners who choose to apply to higher education to help them make informed choices and give them a deep understanding of their future work options.	The destination of choice for the majority of our learners remains higher education. Through high quality information, advice and guidance we will promote courses and HE institutions that are most likely to improve the life chances of our young people. Importantly, we will grow the number of students applying to, and taking up offers from Russell Group and Sutton 30 universities.
Further support students, parents and staff in developing their understanding of higher level apprenticeships, by forging proactive links with employers and apprenticeship providers.	Students have a deep understanding of the local and regional labour market and are aware of the higher level apprenticeship opportunities in these areas. Consequently, we will see more students take up higher level apprenticeships



Priority / Target Outcome	Impact and Contribution to Skills Priorities, Strategic Aims and Priorities for Improvement
Improve the achievement rates in GCSE English and maths.	Contribute to the improvement of GCSE English and maths outcomes across London, enabling students to enter LSIP priority workforce sectors
Further support our SEND students in achieving their ambitions for adulthood	Our SEND students will see tangible impact on their lives across the four 'preparation for adulthood' themes (progression, independence, participation & relationships, health) and make a valuable contribution to the skills needs of their communities as a result
Shape and support the curriculum to incorporate opportunities for direct local employer engagement	Increase the number of students gaining workplace related experiences, relevant exposure to future professional opportunities and opportunities to develop career awareness and personal social and employability skills
Appoint a sustainability lead to review the College's Green Strategy and develop a Climate Action Plan	The strategy will raise awareness (in the student body) of issues surrounding sustainability, promote the development of green skills and outline workforce opportunities in the green economy

## Local Needs Duty

The College fully meets the Local Needs Duty with the Governing Body undertaking its annual 'duty to review' at its Autumn Focus Morning. This ensures that the curriculum offer continues to meet the local skills needs and is agile and responsive to any emerging need.

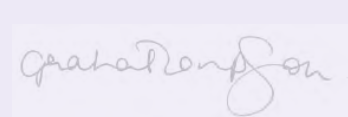
## Governing Body Statement

On behalf of Saint Francis Xavier Sixth Form College Board, it is hereby confirmed that the plan as set out in this Accountability Statement reflects an agreed statement of purpose, aims and objectives as approved by the Governing Body at their meeting held on 1 JULY 2025.

The plan will be published on the College's website within 1 month of the start of the new academic year.



Chair of Governors



Principal & Chief Accounting Officer

Date: 30 June 2025

Date: 30 June 2025

# Related Documentation

- DfE Meeting skills needs: guidance on annual Accountability Agreements 2025/26 and the Local Needs Duty
- Greater London LSIP
- Central London Forward LSIP Annex
- South London Partnership LSIP Annex
- Central London Forward LSIF
- Central London Forward Inclusive and Sustainable Growth Strategy
- Curriculum and Assessment Review Interim Report March 2025
- SFX Strategic Plan 2025-2030
- SFX Quality Improvement Plan
- SFX Curriculum Intent statement