



CHRIST THE KING SIXTH FORMS

Christ the King Sixth Forms Accountability Agreement, The Sixth Form Plan 2023-24



Our Mission

Mission Statement

We are a Catholic Sixth Form dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- Provide the highest standards of teaching and learning.
- Expect students to show commitment to their studies and the Christian values of the Sixth Forms.
- Provide equality of opportunity, with mutual respect and positive encouragement.
- Build and further develop a partnership with parents, schools, parishes, higher education, employers and the local community.
- Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole Sixth Forms.

The distinctive ethos of Christ the King Sixth Forms is characterised by our Christian values and principles, high levels of achievement, high quality specialist staff and specialist provision catering for the individual learning needs of sixth form students. We are proud to be a high-achieving family of three Catholic sixth forms and our mission is to make certain that every student fulfils their potential and excels.

Our Sixth Forms

We are an incorporated Catholic Sixth Form College providing education exclusively for young people aged 16-19 across three sixth forms located in South East London.

Established in 1992, Christ the King was initially set up as the shared sixth form for seven local partner schools. Since then, we have established two further sixth forms in Brockley and Sidcup and attract students from ten partner schools from a wide area across London. In the intervening years, through a number of inspections, we have been consistently graded as good or better.

We have successfully delivered on our most recent strategic plan aim, which was to reconfigure our sixth forms to provide a comprehensive sixth form offer through a specialist approach at each site. Taken collectively our sixth forms offer an academic and vocational curriculum for students at Levels 1-3 and from September 2020 each sixth form has contributed to this through a specialised approach.

Aquinas, located in Brockley, has a highly academic focus, delivering A Level qualification. With a strong emphasis on subject knowledge and academic rigour, courses are intensive and challenging. We offer a wide range of A Level subjects including English, Languages, Maths, Sciences, Social Sciences, Arts and Humanities so that students are able to choose the combination that meets their highly ambitious progression goals.

Emmanuel, located in Blackheath, has a professional study focus, delivering applied academic and technical qualifications, each in a specific occupational context. These are demanding programmes framed by leading universities and employers and there is a strong emphasis on the occupational knowledge and academic skills required to achieve the top grades and in order to make exceptional progress. We offer a wide range of occupationally focused programmes through our Schools of Art, Business, Engineering, Health, Performing Arts, Sports and Science. This enables students to specialise and become expert in their area of interest in order to be very competitive in achieving their intended goal.

St Mary's, located in Bexley on the London/Kent border, has a combined academic and professional studies focus and delivers both A Levels and Applied Technical qualifications. There is a strong focus on academic rigour and occupational standards and students are able to specialise or combine their studies. We offer A Level subject including English, Maths, Sciences and Social Sciences which can be combined with single applied Tech courses in Business, ICT and Health. In addition, there are occupationally focussed programmes in Business, Health, Media, Science and Sport, enabling students to have a wide range of progression goals.

Our overarching curriculum intent sets out our purposes in planning our curriculum provision. Framed by our motto 'Ut Vitam Habeant' (that they may have life in all its fullness), the distinctive vision we have for every student who studies at Christ the King College is informed by our mission, underpinned by our values, distinguished by our community and framed by our location in a leading global city. Our aim is to work with our students so that they are fully prepared to contribute to society as well rounded, self-aware, motivated and knowledgeable young people. Our CTK Graces programme signifies the character traits that we explicitly develop in students so that they model the expectations, habits and behaviours needed to be ambitious in their progression plans and to succeed. Our students, many who come from disadvantaged backgrounds, are challenged to be ambitious and are expected to leave with the qualifications, skills and attributes needed to be successful in university, apprenticeships and employment.

Every course at CTK is framed by this intent and it is in this context that our approach to meeting local, regional and national skills needs is set. We are a partnership sixth form, with a network of extensive well-established skills-based partnerships that support our local community. Our strategic Plan 2020-25 sets out five clear goals:

1. An outstanding provider of sixth form education
2. A high achieving, successful sixth form
3. An innovative, prestigious and highly regarded sixth form
4. To respond appropriately to the social, ethical and Catholic values with our community
5. A financially secure, robust and highly efficient sixth form

Purpose, Context and the Communities we Serve

Our vision and plans are established in the context of our location in London, with all the opportunities and challenges that living in a global city brings. In addition, the demographic differences in London borough's presents a more nuanced set of characteristics that inform our work.

London is of vital importance to the national economy. With an estimated 8.8 million residents, London is home to almost 17% of England's population. It accounts for over a fifth of the jobs and registered enterprises in England (20% and 22% respectively), and an even higher share of its economic output (28%) London's economy is also an engine of jobs growth. Despite the COVID-19 pandemic, London's employment rate remains at historically high levels. Around three-quarters (74.6%) of Londoners aged 16 to 64 were in paid work in the three months to January 2023. The strength and resilience of London's economy are

boosted by concentrations of activity in knowledge-intensive services, such as finance, information & communication, and professional services. They include activities such as legal and consulting services, as well as significant parts of London's creative industries (e.g., architecture, marketing) and digital sector (e.g., IT, video games). But the composition of the labour market varies across London. Many globally competitive businesses are based in central London but attract workers from across the capital and beyond. Employment in other key sectors – including construction, health & social work, and hospitality – is more widely distributed. These sectors offer many mid-skilled and entry-level roles and provide local employment opportunities for London's residents.

London's population is younger and more ethnically diverse than the rest of England and the proportion of London's population with at least a level 4 qualification has been increasing. Many – though not all – Londoners are well placed to benefit from the learning opportunities available in the capital. London has England's highest percentage of pupils going into sustained education destinations after both key stage 4 and 16-18 study, boosted by strong outcomes for those from disadvantaged backgrounds. Over half (58%) of young Londoners now enter Higher Education by age 19, with particularly high entrance rates for pupils eligible for Free Schools Meals.

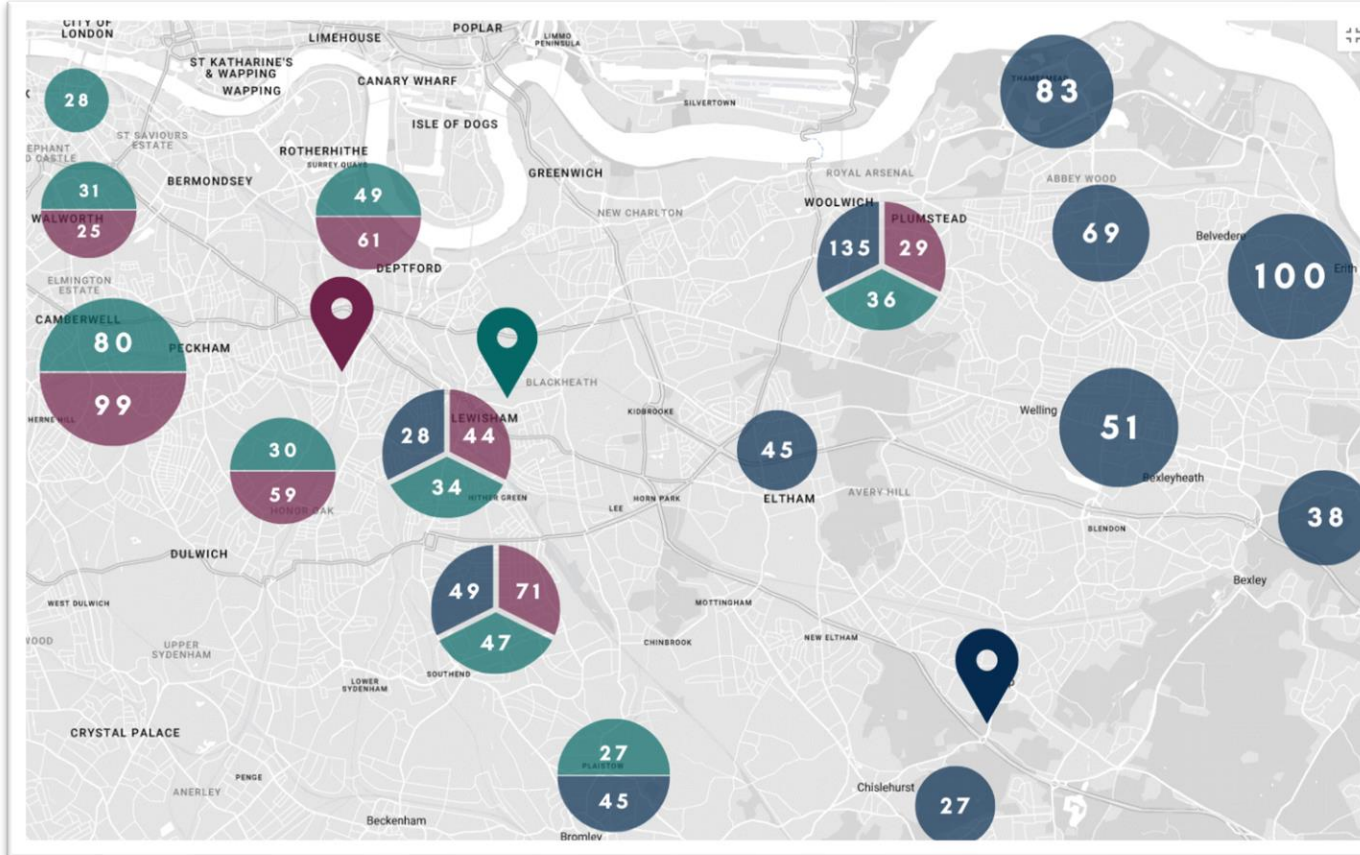
However, many Londoners face barriers to work and education, leaving some unable to benefit fully from the city's opportunities. Notwithstanding improvements over the last decade, there are still inequalities in outcomes for Londoners from different demographic groups. Notably, Londoners from disadvantaged groups – including those in receipt of benefits, with a disability and/or health condition, and whose first language is not English – will often face multiple and interrelated barriers to learning. Despite improvements to headline employment, several London boroughs already have among the highest claimant count rates in the country including Lewisham and Bexley. The high cost of living in the capital is also a major issue – especially for housing, public transport, and childcare.




In this context our strategic plans for 2020-2025 are designed to be flexible and adaptive so that we continue to prepare our students well for what has been and remains an evolving and challenging external environment.

The London Boroughs of Bexley and Lewisham

Since 2010, CTK has expanded from one site to a family of three Sixth Forms, each serving the needs of their local communities. The vast majority of students are drawn from the boroughs of Lewisham (33.3%), Bexley (13.2%) and Greenwich (23.4%).

CTK has worked closely in partnership with key stakeholders to ensure that each Sixth Form meets the economic, skills and social needs of the communities. With strong transport links, students are attracted to the Catholic mission and ethos of the Sixth Form from a wide area of London and Kent. The diagram below illustrates where CTK students live.



Aquinas	
Emmanuel	
St Marys	

Bexley is located in outer London spanning the London border with Kent and Lewisham is an inner London borough located south of the river Thames. Whilst they share some similar demographics, there are some significant differences in population, deprivation & disadvantage and in educational outcomes. In the regional context, these differences pose particular challenges in terms of equality and social mobility.

Development of the London Local Skills Improvement Plan (LSIP) is being led by BusinessLDN. BusinessLDN’s mission is to make London the best city in the world in which to do business, working with and for the whole UK. Its aim is to create a data-driven plan for better matching post-16 training provision to employer skills demand and the needs of London’s economy by the end of May 2023. At the London-wide level, BusinessLDN will be producing the plan for the whole capital. In addition, they will also be working closely with London’s four sub-regional partnerships and each SRP will produce an LSIP report for their local area based on their priorities under BusinessLDN’s oversight. Bexley is located in Local London SRP and Lewisham in the Central London Forward SRP. Collectively these three LSIPs will provide the steer for how CTK contributes to the skills agenda regionally and locally.

The requirement to produce Local Skills Improvement Plans was set out in the White Paper Skills for Jobs: Lifelong Learning for Opportunity and Growth (January 2022) and national priorities further reinforced in the policy paper Build Back Better: our plan for Growth (March 2021). In April 2022 new laws were passed through the Skills and Post-16 Education Act that aimed to transform the skills and training landscape across the country. All three of these documents provide the steer for how CTK contributes to the skills agenda nationally.

Approach to Developing Plan

CTK engages with many stakeholders who support delivery of the curriculum. Acting as critical friends, our external partners help to shape our curriculum content, provide feedback on the effectiveness of our skill development strategies and advise on progression pathways. In turn our curriculum intent references the knowledge, skills and aptitudes our students need to command in order to achieve qualification success and to make the next step to future education, training or work. This framework ensures that there is a triangulated approach to skill supply and demand and that we create the conditions in which students can flourish.

In the context of our mission and strategic direction, our governing body models its skills ambition through their local boards. Each of the three Sixth Forms has a local board which is made up of key stakeholders including universities, employers and alumni who reflect the specialised site curriculum. The board advises on long term strategic approaches to skills development through stakeholder, student and staff engagement and with regard to local, regional and national needs.

We have established a diverse range of partnerships which underpin and support the delivery of skills development across our provision. Each sixth form works closely with a range of employers, collectively engaging with over 100 small, medium, large and multi-national businesses, in order to ensure skill development is targeted, meets skills needs and is specific to each site specialism, partnerships with schools, universities and education networks ensures that student's skill development is coherent - building on prior learning and preparing for future learning. Membership of a number of civic and community networks ensures that curriculum planning is rooted in local, regional and national skill and policy developments. These networks include working with our local secondary schools, a wide number of employers, BusinessLDN, Bexley and Lewisham Local Authority, and local Chambers of Commerce.

In this context the Skills and Post-16 Education Act, which places a statutory duty upon us to ensure our curriculum contributes towards meeting local, regional and national skills needs, formalises the work that we have been doing in this area over a number of years. Generally, sixth form colleges have a core focus on level 3 academic pathways and are manifestly different to that of general further education colleges. CTK is unusual in the sector in providing an extensive general vocational and technical curriculum at levels 1,2 and 3 and is the largest provider of this curriculum in the Catholic sector. These well-designed and purposeful study programmes are highly effective at developing strong skills that build well on student's starting points. Our long history of excellent collaborative partnerships, working closely with employers, schools, universities, business and alumni have been key in developing this provision and producing outcomes that have been consistently outstanding over time.

Students are recruited from over 214 schools in London. Many of these schools have their own sixth form provision. However, their entry criteria exclude most learners who study at CTK. Consequently, students begin their studies with much lower grades at GCSE than their peers at more selective sixth forms. Our comprehensive academic, general vocational and technical curriculum ensures that there are clear coherent pathways for students with a range of needs including a large number of students with Health and Educational Care Plans. Most students are of black and minority ethnic heritage (90.0%) and a significant proportion (68.5%) live in disadvantaged postcode areas. Almost 16.3% of students receive a Free School Meal and 14.8% are in receipt of a sixth form bursary. A key aspect of our contribution to the skills agenda is to ensure every student succeeds in their learning and progresses well. Overall achievement rates are high, with more students progressing to Higher Education from CTK than their peers nationally for both academic (84% vs 75%) and technical (80% vs 43%) pathways.

This Accountability Agreement aligns with our Five Year Strategic Plan, our annual Strategic Priorities and Quality Improvement Plan, all of which generate priorities and actions that demonstrate how we contribute to local, regional and national skills priorities.

Contribution to National, Regional & Local Priorities

National priorities relevant to CTKs work include providing the advanced technical and higher technical skills the nation needs, putting employers at the heart of post-16 skills, ensuring providers are responsive and supporting outstanding teaching through a high-quality unified skills system that promotes innovation.

In London businesses across all sectors are struggling to recruit people with the skills they need to grow. The LSIP's priorities closely align to the skills needs identified by the Mayor. The Mayor's four priority sectors are The Built Environment including construction and engineering, Creative, Health and Social Care, and Hospitality. Each of these sectors has a substantial and or growing number of vacancies, with employers reporting acute skills challenges that were inhibiting their recovery and growth. In addition, these sectors have identified skills needs at Level 3 and below and have the potential to improve diversity and representation – both for those who were disproportionately affected by the pandemic and faced pre-existing barriers to learning and work. Alongside this, the LSIP identifies four cross cutting themes, again aligned to the priorities identified by the Mayor, as well as the findings from Business LDN's Skills Commission: these are digital skills, green skills, transferable skills, and labour market inclusion.

Lewisham has one of the lowest attainment rates in London for English and Maths at Key Stage 4, 44% of pupils in Lewisham did not achieve a 4+ equivalent in English and Maths. 42% of 19-year-olds in Lewisham do not have Level 3 qualifications, compared with an average of 34% across outer London boroughs. The percentage of young people achieving Level 3 qualifications (those needed to be more competitive in the London market) in both Bexley and Lewisham suggest more needs to be done to raise achievement between Key Stage 4 and 5.

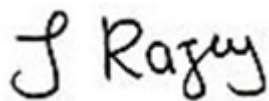
Our vision, as stated in our Five-Year Strategy is to ensure that our curriculum develops the skills needs of the economy, working together to tackle the challenges, that have been caused by the Pandemic as we recover within our local communities, supporting our students and staff so that they flourish and thrive. In this context, the following plan sets out how we are responding and contributing to local, regional and national priorities and skills needs.

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
Continue to develop our T Level provision aligned to sector needs, so that provision in London avoids overlap.	By 2025 CTK will offer a wide range of T Levels which will meet the shortage areas in Health and Social Care, Engineering, ICT, Digital and Media. Significant numbers of young people will leave CTK equipped with the advanced technical and higher skills that the nation needs.
Further strengthen our partnerships with leading schools, colleges, universities and employers ensuring that all key sectors are represented on CTK Local Boards.	This will support the ambition to ensure that employers and other stakeholders are at the heart of post-16 skills planning and we will work with our partners to ensure that we are collectively responsive to national, regional and local skills needs.

	We will continue to be proactive and successful in ensuring that students achieve the higher-level qualifications that remain in demand in London and are key to the economy.
Fully embed our Digital Strategy to staff and students.	All students will develop strong digital skills and up to date knowledge of software packages to help meet workforce needs. Staff will be fully equipped to continue to develop their digital understanding and skills so that teaching is outstanding and enables students to be equipped in meeting the needs of a London workforce.
Take forward the excellent work from the Maths Centre for Excellence strategy in relation to GCSE Maths and English outcomes	We will contribute to the improvement in English and Maths outcomes at Key Stage 4 in Lewisham where rates are some of the lowest in London. We will contribute to the raising of achievement between Key Stage 4 and 5 in Bexley and Lewisham and improve labour market inclusion.
Further increase the numbers of students progressing into higher level apprenticeships.	We will continue to ensure students, parents and staff develop their understanding of apprenticeships and work-related learning opportunities for higher level apprenticeships. By forging proactive links with providers, we will help facilitate the take up of apprenticeship opportunities.
Ensure students continue to be engaged in a range of social action and wider learning opportunities, where they develop and practice their wider skills, where they learn about skills needs and where they shape their progression plans.	All students will take part in a range of Social Action opportunities which will enable them to develop a range of transferable skills that are in demand in London. Opportunities provided will support disadvantaged students and boost their career progression.
Further develop opportunities for students to be challenged, encouraged and supported to be leaders in our community.	By taking part in leadership activities students will develop the wider transferable skills that are in high demand. Targeted leadership activities will help to tackle barriers that some young people face to work and further education.
To take forward our Environmental and Green Strategy.	We will contribute to the growing need to increase educational provision in areas relevant to the green economy. By creating an environmental hub that helps promote sustainability to students and local pupils we will promote the development of the green skills that London needs.

In delivering this plan we assess that we make a strong contribution to local, regional and national skills needs and priorities.

On behalf of the CTK Board of Governors, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Governing Body at their meeting in May 2023.



Shireen Razey
Executive Principal



Dr Rupert Evenett
Chair of Governors