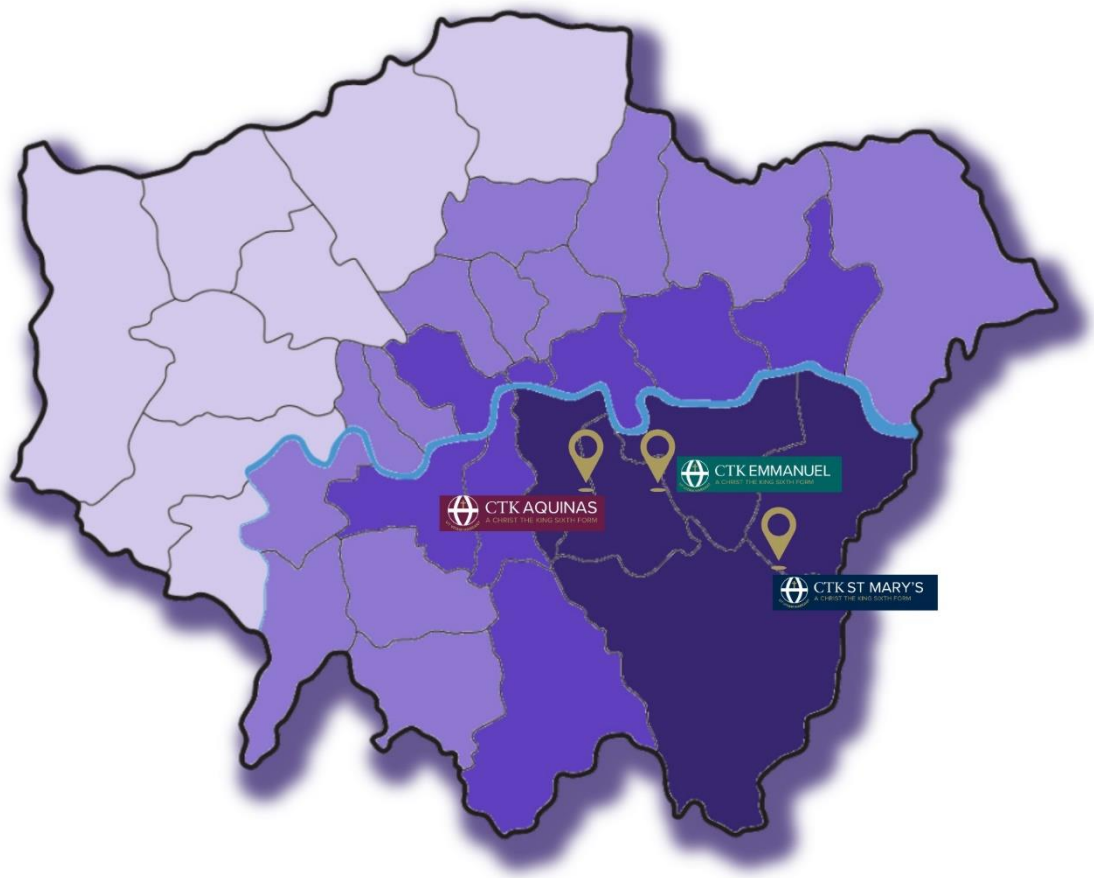




CHRIST THE KING
SIXTH FORMS

Christ the King Sixth Forms Accountability Agreement, The Sixth Form Plan 2024/25



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 Form.

The distinctive ethos of Christ the King Sixth Forms (CTK) 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 since 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, IT, Media,

Digital, 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 and ICT. 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. Sixth form community underpinned by social, ethical and Catholic values
5. A financially secure, robust and highly efficient sixth form

Purpose, Context and the Communities We Serve

Purpose

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. These opportunities and challenges are outlined in the London Local Skills Improvement Plan (LSIP May 2023). The London LSIP is a data-driven London-wide plan for better matching post-16 training provision to employer skills demand and the needs of London's economy.

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 2021) 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 a steer for how CTK contributes to the skills agenda nationally.

In addition, we have commissioned an in-depth skills needs analysis in order to ensure that our skills plans are specific, targeted and meaningful to the local context for each of our sites. The purpose in producing this

report (June 2023) was to build at a relevant spatial level a picture of demand for employment and skills in order to ensure our planning is appropriately nuanced and to provide a framework against which our provision can be assessed and developed.

Context

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%). The vast majority of CTK students are drawn mostly from the boroughs of Lewisham (33.3%), Bexley (13.2%) Greenwich (23.4%) and Southwark (13.5%), collectively described as South East (SE) London.

Community Needs Analysis

SE London has a population of 1.14 million people, 13% of the Greater London total. Compared with the UK as a whole, the population is relatively young. The working age population has grown strongly in recent years, although growth will slow over the coming decade.

43% of residents describe themselves as Black, Asian or of another minority ethnic group, broadly in line with London's overall ethnic composition.

Significant growth in the population of 16-19-year-olds is expected to continue until they peak around 2030.

Economic activity rates are high. Incomes are higher than nationally. Younger workers have experienced the strongest post-pandemic 'bounce' in employment, with large numbers in entry-level jobs in sectors like hospitality, but, 16-24-year-olds also account for 14.6% of Job Seekers' Allowance claimants.

Workforce qualification levels in South East London – and in London generally – are relatively high when compared with the UK as a whole. Around 57% of people aged 16-64 are qualified to Level 4+ (compared with 42% across the UK as a whole). South East London's workforce qualifications profile is very similar to that for London as a whole, albeit with a slightly higher proportion of people with qualifications at at least Level 1 and Level 2. There is quite substantial variance at local level: around two-thirds of Lewisham's working age population is qualified to at least NVQ4 (the seventh highest qualification rate in the UK), with Southwark not far behind at 62%. Bexley, in contrast, has a workforce qualifications profile that more closely resembles that of non-metropolitan England (with just 38% qualified to NVQ4+).

As regards progression after 16-18, around 6,300 people complete 16-18 education each year in South East London. Of these, just over half progress to higher education, a substantially higher proportion than in England overall (and somewhat higher than in the rest of London). Around 15% progress to sustained employment (fewer than 1,000 people entering employment per year), and apprenticeship take-up at 18+ is relatively low (except in Bexley, where the proportion entering apprenticeships is in line with the national average).

Incomes are relatively high in South East London, median gross disposable household incomes per person being £26.4k in Lewisham and Southwark and £24.3k in Bexley and Greenwich (UK £21.4k).

However, inequalities are also quite high: 17% of all children in the home boroughs live in 'relatively low-income families', calculated for the UK as a whole, but, after housing costs are taken into account, the proportion of Londoners as a whole living in poverty is the highest of any English region: 27% v 22%. London also has 9 of the 10 local authority areas with the highest rates of child poverty, and two of those are Southwark and Greenwich.

South East London is also home to some of the most deprived wards in London, with concentrations in the northern part of Southwark and Lewisham, the area around Catford and along the riverside in Woolwich and parts of Thamesmead. However, South East London also contains some of the country's *least* deprived neighbourhoods, especially in Bexley.

Economic Needs Analysis

SE London and London as a whole have seen strong jobs growth in recent years, outstripping growth in the working age population. This growth is expected to continue over the next 15 years, albeit at a somewhat slower rate.

The industry sectors which account for the highest volumes of jobs in SE London are:

- Professional, scientific and technical (14.5% of all jobs, 69,000 jobs)
- Health (12.8%, 61,000)
- Wholesale and retail (10.9%, 52,000)
- Administration and support services (10.3%, 49,000)
- Education (10.1%, 48,000)

These high-volume sectors are similar to those for London as whole, although the 'home Boroughs' have a higher proportion of Health and Education jobs, and a lower proportion of Wholesale and Retail.

Three types of occupation account for more than half of all jobs in SE London:

- Professional occupations (28.7% of all jobs, 184,000 jobs)
- Associate professional and technical occupations (18.2%, 116,000)
- Managers, directors and senior officials (11.9%, 76,500)

Other occupations also play a significant role in the area's employment, including (in order) administrative and secretarial occupations (8.7%), elementary occupations (8.5%), care, leisure and other service occupations (8.3%), skilled trades (6.2%), sales and customer service occupations (5.7%), process, plant and machine operatives (3.2%). Compared with London as a whole, the area has a slightly higher proportion of less highly qualified occupations.

Many residents commute into central London for work.

Future employment growth is anticipated to be especially high in professional and business services (an area in which London has comparative advantage), as well as in hospitality, health, information and media, and construction. Translating this into occupations, there is likely to be rising demand for professionals and associate professionals.

Taking into account projected job growth and the ongoing need to replace workers who leave jobs, total demand for jobs across London will be about a quarter of a million jobs each year to 2035, over 60% of which will be for professional and associate professional occupations.

This will lead to increased demand for higher- and degree-level qualifications, and lower demand for lower and intermediate-level qualifications. This trend will be reinforced by the higher skills demands associated with digital transformation and the transition to Net Zero.

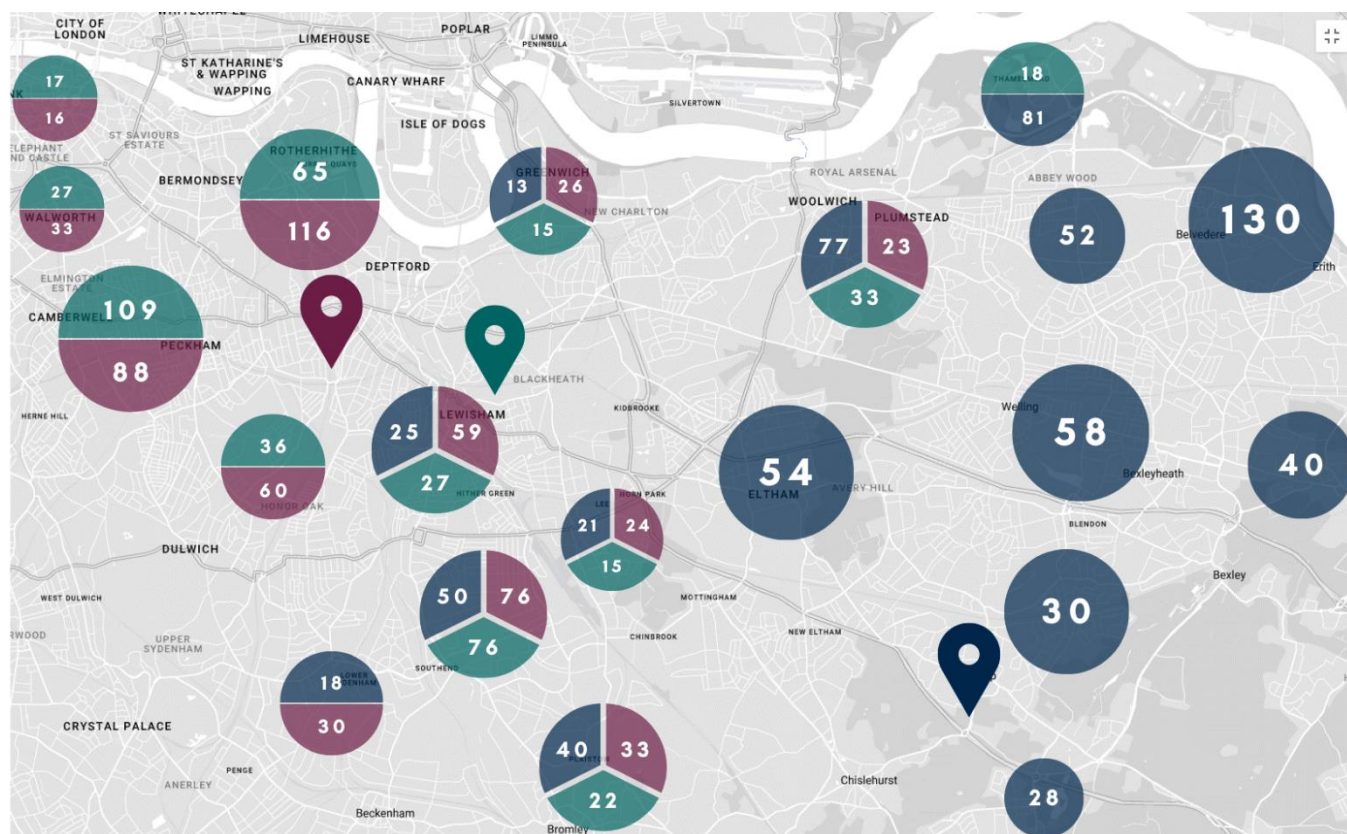
The Local Skills Improvement Plan (LSIP) identifies industry sector (Built Environment, Creative, Health and Social Care, Hospitality) and 'cross-cutting' (Digital, Green and Transferable Skills) priorities for skills in London, and also highlights the importance of increasing labour market inclusion.

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 Communities We Serve

CTK has worked closely in partnership with key stakeholders to ensure that each Sixth Form meets the economic, skills and social needs of their 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 postcodes with a high volume of applications to CTK, it does not show all applications, just areas of high concentration.



Aquinas	
Emmanuel	
St Marys	

Borough Stakeholder Perspectives

Flowing from the London LSIP are four sub-regional partnerships (SRP) each of which has produced a LSIP report for their local area. Bexley and Greenwich are located in Local London SRP and Lewisham and Southwark in the Central London Forward SRP.

Southwark

Key priority growth sectors are Life Sciences, Green Economy (with a Built Environment focus), Hospitality, Health and Social Care, and Digital and Creative. The sector focus of the LSIP is seen as being largely relevant locally. However, there are skills shortages and opportunities for young people in all sectors.

The key development sites are SC1 (Life Sciences), Canada Water (new town centre and possibly Life Sciences and HE presence), Old Kent Road (new commercial space for creative and digital businesses), and Elephant and Castle (retail, hospitality, offices, new London College of Communication campus). Significant levels of home building will further drive demand for construction skills. A new Economic Strategy and Delivery Plan for Skills was published in 2023.

There are significant challenges of social mobility for people in deprived areas, families on low incomes and minority ethnic communities. Digital exclusion is also seen as driver of educational disadvantage.

A more coordinated approach to CEIAG is seen as a priority and greater collaboration among schools and colleges is seen as lacking.

Lewisham

A new Economic Development Strategy was published in 2023, and priority sectors are include Finance and Professional Services, Digital (high end), Arts and Creative (including film and tv, creative media and games),

and 'Net Zero Skills' (Built Environment), priorities which broadly accord with those in the LSIP. The Council is concerned to improve both the scale and quality of local employment and looking to strengthen start-ups and scale-ups in sectors like Digital and Creative through sites like the Creative Enterprise Zone and a new Affordable Workspace Strategy.

The major Borough development sites are Convoys Wharf, Surrey Canal Triangle and Catford town centre. The Council is keen to engage young people in careers work and enterprise, and give them better connections to the world of work, through projects like Connected Futures. Business start-up and self-employment also seems to be of interest to local young people.

There is a need to improve social mobility and labour market inclusion for Lewisham's most disadvantaged groups, including the substantial local Black African and Black Caribbean communities.

As many residents commute out of the Borough for FE, there are concerns that the local 16-18 offer could be improved. T Levels, and CKSFC's involvement in them, is seen as a positive development. The Council is also keen to increase access to Apprenticeships, including Higher and Degree Apprenticeships. Better CEIAG and clearer pathways into further learning and good quality jobs are also seen as a priority.

Bexley

With the exception of Thamesmead, which will drive demand for construction skills, Bexley does not have a pipeline of major development projects like the other the Boroughs and is more residential in nature, with large numbers of people who commute into central London to work.

The Council welcomes the sector focus of the LSIP, given, for example, the importance of Health and Social Care locally and anticipated growth in Construction and Creative and Digital.

The success of the project 'Town Centres for All' has shown the value of engaging young people in addressing local social issues and developing their own enterprise and creative skills.

It is felt that more needs to be done improve attainment in the Borough, and the numbers of students with EHCPs is growing. LSEC's plan to become a 'green skills and digital centre of excellence' is seen as a welcome response to the growth of these sectors.

Greenwich

Greenwich did not participate in the study, but published documents highlight the importance of helping struggling high streets, addressing staff recruitment challenges, increasing the supply of affordable business space, and improving support for entrepreneurship and innovation.

The Local Plan identifies five key strategic development locations. These are Woolwich town centre, Charlton Riverside, Greenwich Peninsula, Kidbrooke and Thamesmead (which also extends into Lewisham).

The Council has also set priorities for improved attainment, better employment rates for young people and a reduction in NEETs.

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, Central London LSIP and Bexley and Lewisham Local Authority.

The Sixth Form has engaged fully with the Local four sub- regional partnerships in the UK's capital city. CTK sits across both 'Local London' which includes Bexley and Greenwich as well as 'Central London' which includes Lewisham and Southwark. CTK have played an active role in taking forward the Local LSIP priorities which have included the development of an environmental hub at Emmanuel and investment in immersive learning facilities planned for the summer of 2024. The immersive learning and virtual reality hub will provide an environment for digital learning across the vocational subjects. For example, Health students will undertake training modules which mirror NHS training, this will help expose students to the technologies they will encounter in future health related occupations. In the Sixth Forms Skills Ofsted, we are recognised for, "They have developed the curriculum well to meet current and future skills needs."

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. Our vocational and academic curriculum is skilfully designed to ensure students are fully prepared for life after CTK to ensure they meet the employment needs locally. 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. Our A Level programs are designed with clear intent and extensive feedback from employers and universities to ensure strong skills, for example in biology, staff involve external stakeholders very effectively in the planning and teaching of the curriculum.

Students are recruited from over 213 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 (91.9%) and a significant proportion 66.8% live in disadvantaged postcode areas. Almost 15.2% of students receive a Free School Meal and 17.8% 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 (80% vs 75%) and technical (78% 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

CTK's curriculum vision is shaped by many factors, including, amongst other things, our strategic plans, our role in the wider education and skills landscape in SE London, the activities of other providers, and the subjects that are in demand from students, parents, carers, schools, universities and employers. Our curriculum planning takes account of these factors alongside our researched evidence of local needs from an economic, social and stakeholder perspective.

Our analysis identifies the following actions that we will continue to take forward in contributing to national, regional and local priorities. In this context, our academic, vocational and pastoral curriculum planning takes account of:

Sectors

- Industry sectors which account for most employment, i.e.: Professional, scientific and technical; Health; Wholesale and retail; Administration and support services; and Education.
- Those with the highest levels of employment growth, i.e.: Professional and other business services (including IT and Digital); Health and Social Care; Hospitality; Construction; and Arts and Creative.
- Sectors designated as London or local priorities, i.e.: Built Environment / Construction; Arts and Creative; Health and Social Care; Hospitality; Digital; and Life Sciences.

Occupations

We also take account of those occupations with high levels of demand for new entrants. These are: Professional Occupations; Associate Professional and Technical Occupations; Managers, Directors and Senior Officials; and Administrative and Secretarial Occupations. The occupational structure of demand also indicates increasing demand for higher- and degree-level qualifications, and lower demand for lower and intermediate-level qualifications, suggesting a need to increase progression beyond Level 3, whether via university, Apprenticeships or Higher Technical Qualifications. This trend will be reinforced by the higher skills demands associated with digital transformation and the transition to Net Zero.

Cross-Sectoral and Cross-Occupational Skills Needs

There is also evidence of significant demand for skills which are not specific to a particular sector or occupation. The most significant ones are Transferable Skills; Digital Skills; Green Skills; and Enterprise and Entrepreneurship Skills. An area of significant focus will be the skill needs and demand for AI in the workplace, as well as the implications and changes that may occur across various industries.

Major Projects

We aim to be part of local partnerships to optimise the local benefits of major developments in the four Boroughs. The most significant development local to CTK appears to be SC1, which is Life Sciences focused and based in Southwark, development sites of Convoys Wharf, Surrey Canal Triangle and Catford town centre in Lewisham, Town centres for All in Bexley and the development sites of Woolwich town centre, Charlton Riverside, Greenwich Peninsula, Kidbrooke and Thamesmead in Greenwich

Social Challenges

Given the significant inequalities across SE London, CTK's core value of improving social mobility resonates strongly with the community needs identified in our report, especially as these refer to people from disadvantaged wards, those on low incomes and people from minority ethnic communities. The research highlights the importance of continuing our work in increasing social capital and confidence, as well as building young people and parents' awareness and understanding of career opportunities through

engagement with employers. Improving student educational attainment and enabling progression in learning also plays a very important role.

Population Growth

We will reflect on the forecast rise in the 16-19 population in the four Boroughs and in London more widely, which is expected to continue until about 2030 and consider the contribution we might make in accommodating young people who will be looking for places in education.

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
Continue to develop our curriculum provision aligned to sector needs, avoiding local overlap in provision.	<p>By 2025 CTK will offer a wide range of T Levels which will meet the shortage areas in Health, Engineering, ICT, Digital and Media.</p> <p>Significant numbers of young people will leave CTK equipped with the advanced technical and higher skills and qualifications that the priority sectors and occupations in London needs.</p>
Further strengthen our partnerships with schools, colleges, universities and employers ensuring that all key sectors are represented on CTK Local Boards.	<p>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.</p> <p>We will continue to be proactive and successful in ensuring that students achieve the higher and degree level qualifications that remain in demand in London and are key to the economy.</p>
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.	<p>All students will develop strong digital skills and up to date knowledge of software packages to help meet workforce needs.</p> <p>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 cross sectoral and cross occupational needs of a London workforce.</p>
Take forward and advance the GCSE English and Maths strategy to elevate GCSE English and Math outcomes.	<p>We will contribute to the improvement in English and Maths outcomes at Key Stage 4 in South East London where rates are some of the lowest in London.</p> <p>We will contribute to the raising of achievement between Key Stage 4 and 5 in Bexley and Lewisham and improve labour market inclusion.</p>
Further increase the numbers of students progressing into higher level apprenticeships.	<p>We will continue to ensure students, parents and staff develop their understanding of apprenticeships and work-related learning opportunities for higher level apprenticeships.</p> <p>By forging proactive links with providers and establishing links with major projects in each our local Boroughs, we will help facilitate the take up of apprenticeship opportunities.</p>
Ensure students continue to be engaged in a range of social action and wider learning opportunities, where they develop and practice	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.

their wider skills, where they learn about skills needs and where they shape their progression plans.	<p>Opportunities provided will help address the social challenges faced by many of our students.</p> <p>Enhance the integration of soft skills development within the curriculum and extend opportunities for fostering these skills through broader learning opportunities.</p>
Further develop opportunities for students to be challenged, encouraged and supported to be leaders in our community.	<p>By taking part in leadership activities students will develop the wider transferable skills that are in high demand.</p> <p>Targeted leadership activities will help to tackle barriers that some young people face to work and further education.</p>
To take forward our Environmental and Green Strategy.	<p>We will contribute to the growing need to increase educational provision in areas relevant to the green economy.</p> <p>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.</p>

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 approved by the Governing Body at the Strategy and Development Day in May 2024.