



Sir George Monoux College

Annual Accountability Statement 2023/24



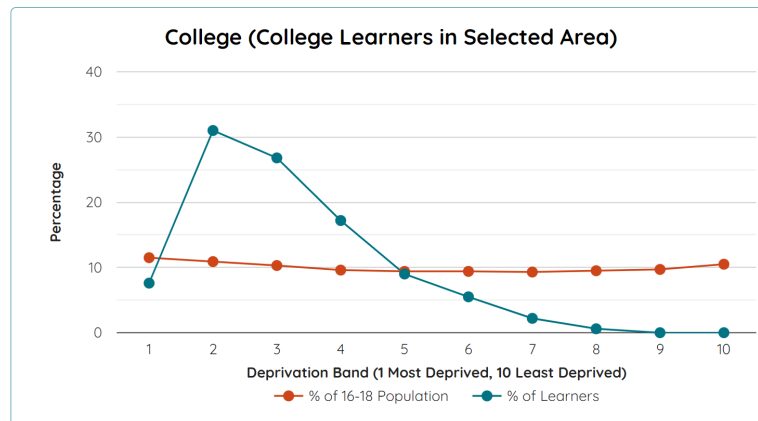
Sir George Monoux College – Annual Accountability Statement 2023/24

1. College purpose

- 1.1. Sir George Monoux College provides an excellent and transformative education for young people from diverse and often disadvantaged backgrounds in east and north east London. Our core focus is on sixth form education, primarily at Level 3 but with a strong commitment to provide a pre-Level 3 curriculum for those who need it.
- 1.2. Over a 5 year period of improving performance we have shaped what we do around our mission: **“to give students control of their future by learning and changing today”**. This encapsulates a core philosophy that values both academic and personal progress and which stresses the importance of students evolving and developing, consciously, in order to have greater agency.
- 1.3. Students progress mostly but not exclusively to higher education and through this progression are able to then make a significant contribution to regional skills growth and the UK economy. Students progress with qualifications, a good understanding of career steps and well-developed personal effectiveness skills. High numbers of students from Monoux progress to undergraduate studies in business & management, medical & health, social sciences, computing and law.

2. Context and curriculum

- 2.1. The college enrolls students from, primarily, 9 London boroughs. Since 2018, the college has seen a significant (87%) increase in applications from students living in Newham, a similar number of applications to the total from Waltham Forest. 57% of applications come from these 2 boroughs, with applications from Enfield, Haringey, Redbridge, Barking & Dagenham, Islington and Hackney completing the picture.
- 2.2. Our student intake reflects the financial challenges experienced by local families. Our students are significantly more deprived than average, with 35% of students from households with a combined family income of less than £24 000. According to the 2019 Index of Multiple Deprivation, 84% of our students live in an area characterised as one of the four most deprived deciles in the UK. The graph below compares our student intake to the 16-18 population across the UK:



- 2.3. Monoux students are less likely to have a personal network of higher-skilled professionals given the high numbers of recent arrivals to the UK and the high percentages of unemployment and low-skilled employment amongst families. Within this context, the need for the college to help students be curious about a wide variety of aspirational opportunities is crucial.
- 2.4. Our primary vehicle for building curiosity and aspiration is the Monoux Student Framework, a group of 13 positive characteristics that we seek to instil as the “portrait of a graduate” from the college (*see Appendix 1*).
- 2.5. A key achievement of the college in the last 5 years has been to raise student achievement whilst not altering the admissions policy thereby continuing to provide successful Level 3 pathways for students with relatively low prior attainment at GCSE. The key strategy has been to improve student engagement and behaviour through the creation of Talent Lab (our non-qualification curriculum for personal and academic development) and closer monitoring of attendance and punctuality.
- 2.6. The national average GCSE points score on entry to A Levels, which is expected to be the entry level into T Levels also, is **6.5**. At Monoux it is **5.2**. The national average entry score to Level 3 vocational courses is **4.9** and at Monoux it is **4.0**. This underlines our considerable endeavour to provide social mobility for students from disadvantaged backgrounds who leave school with a performance gap and a multitude of blocks to the ‘growth mindset’ that is needed to excel in education.
- 2.7. Teaching has become considerably more effective over the course of the previous strategic plan, through a strongly defined Monoux Teacher Framework and more successful teacher recruitment. New support processes (personal mentoring, progress coaching and an employment links team) have enabled student progress to be maintained in spite of the considerable challenges of the post-Covid period.
- 2.8. Students who completed their studies in 2022 experienced huge disruption to their educational and skills development during the Covid pandemic period and students who are currently completing Level 3 courses (2023) did not sit formal examinations at school. The pandemic conditions for learning exacerbated the disadvantages faced by our student population (including those who were in school at the time). Universities report to us that

undergraduates from across the UK, in particular those from disadvantaged backgrounds, currently present lower levels of literacy, study skill, attendance, mental health and self-control than was the case before the pandemic, adding to an historic disparity in HE performance (tracked by HESA, the Higher Education Statistics Agency). In this context, the college still very much considers the theme of post-pandemic recovery to be hugely important in its planning and delivery, for example through:

- A new literacy strategy introduced in 2022-23
- An enhanced programme of talks and assemblies
- Resources to recover levels of work experience beyond pre-pandemic attainment
- A new feedback and assessment policy
- Increased monitoring of attendance with catch-up workshops as a daily routine
- In 2023-24, an increase in taught hours for English and mathematics at Level 2

2.9 The college has made reasonable progress in its effort to recover students' learning after the disruption of the pandemic. For example, the retention of A Level students improved significantly in 2022, having been a weakness, and is now close to the national average. On Level 3 vocational courses, retention remains above the national average. Attendance declined in 2021-22 but that decline has not continued this year and attendance started to improve again after January 2022. Exclusions for poor attendance or engagement have continued to reduce over time. Students in receipt of bursary and students who have arrived in the UK relatively recently have continued to perform well compared to their peers.

2.10 Learner numbers are increasing at the current time. Funded learner numbers will increase by >5% in 2023 and, if accurate forecasting is maintained, we expect a further 6% increase in 2024 (to 1850), based on current application data. Our planning forecasts a rise to 1930 funded 16-18 enrolments by 2026/27 and over 2000 full time students across 14-19 (*see 14-16 reference below*).

2.11 The proportion of Level 3 learners studying A Levels has remained relatively static (<40%) but is forecast to increase in the next 3-4 years to c. 50%. In 2022/23 the college enrolled 1745 learners (eligible for funding), with a notable increase in students in their first year (63% of total cohort). The distribution across programmes was:

- | | |
|----------------------------------|-----|
| ▪ <i>Applied General Level 3</i> | 51% |
| ▪ <i>A Level</i> | 34% |
| ▪ <i>Level 2 BTEC</i> | 15% |

Demand for A Level study has increased, and the college is seeking to appoint new teachers in order to provide more places for STEM A Levels and Business & Economics.

2.12 Progression through to university from Applied General (Level 3 BTEc) programmes is high and many students continue to be on a 3 year route to university (Level 2 to Level 3 BTEc), thereby overcoming by age 18 or 19 some of the disadvantages that were measurable at age 16.

3 Skills contribution

3.1 The college's curriculum offer enables Monoux leavers, year after year, to move forwards in alignment with the needs of the economy of London. The economy of the region continues to require jobs in knowledge-intensive services, in particular finance, IT/digital, legal, creative industries and marketing, as well as mid-skilled jobs in, for example, health & social care. All these needs are supported by our curriculum offer. We mainly deliver this curriculum to sections of the young population most vulnerable to inequality: minority ethnic groups, those with English as an additional language at home, students from families with a higher likelihood of health issues and, often, after failure at school to meet the full Level 2 standard.

3.2 Over the last four years, the College has added specialist provision that fits well with this regional demand. This includes new courses in Law, Computer Science, and Building Design.

3.3 The college agrees with the finding of the cross-party House of Commons Education Committee (April 2023) in considering the removal of Applied General Qualifications (APQs) as damaging to equality of opportunity in our education system. The Committee's Report (The Future of Post-16 Qualifications) finds:

There was widespread agreement of the important role that AGQs play in promoting social mobility by widening access to, and participation in, higher education and skilled employment. 153 40% of university entrants from the least privileged quintile entered university with BTECs compared with under a tenth from the most privileged quintile. 44% of white working-class students that enter university studied at least one BTEC and 37% of black students enter with only BTEC qualifications.

3.4 The percentage of people employed in London holding at least a first degree is expected to increase to 80% by 2030, up from 65% in 2020. Employment prospects will be ever more challenging for those with lower levels of qualification and the college considers its ability to progress young people to university study despite very marked disadvantage gaps at age 16 to be an important exercise in social mobility. In London, employer investment in training has reduced dramatically and less qualified workers are even less likely to be accessing work-related training. It is, therefore, of huge importance that routes to university study are not closed for disadvantaged 16 year olds. Our APQ curriculum has been central to this endeavour. This is not uniquely a challenge for our college: it is estimated that at the current time there are 180,000 students in England and Wales in sixth form education who would not be qualified to study either A Levels or T Levels by virtue of having a GCSE points score of below 5.4.

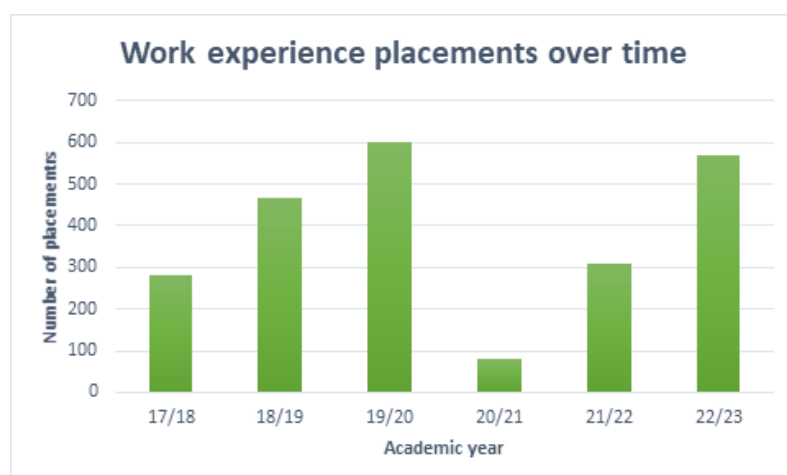
3.5 Over the last 3 years the college has also successfully introduced 14-16 delivery (ALP, Accelerated Learning Pathway), in partnership with London Borough of Waltham Forest, providing Year 11 teaching for newly arrived migrant young people and facilitating their progression into post-16 education. Progression to post-16 is excellent. In 2023, the college will commence direct recruitment of these learners, with additional support for their needs continuing to be provided by the Borough in which the students live.

3.6 Over the period of the last strategic plan the college significantly increased its engagement with employers and external organisations. These links are essential to how we guide students' development of career understanding and skills. We currently split work experience into three

areas aligned with the Gatsby Benchmarks: WEXPlacements, Industry Placements, WEXProjects and Talks/Workshops:

Area of focus	Definition
Placements	Students based off-site with an external employer for at least 5 working days. This must be relevant to the pathway, study programme or career aspirations.
Projects	Students have exposure to the workplace or experience of work with an employer. In the majority of cases, these are delivered in curriculum areas and students are involved as part of their course. Examples include employers setting 'live briefs' for students, getting involved in curriculum design, running an assessment centre, work visits/shadowing or professional mentoring.
Talks and workshops	Students have a one-off talk/workshop from an employer or university about their industry/careers/etc.

3.7 The college has significantly improved the percentage of vocational students who complete work experience placements since 2017/18 (apart from the dip caused by Covid-19). We project that over 570 students will complete a work experience placement this year. This projection means that 67% of vocational students will have completed a work experience placement in 2022/23.



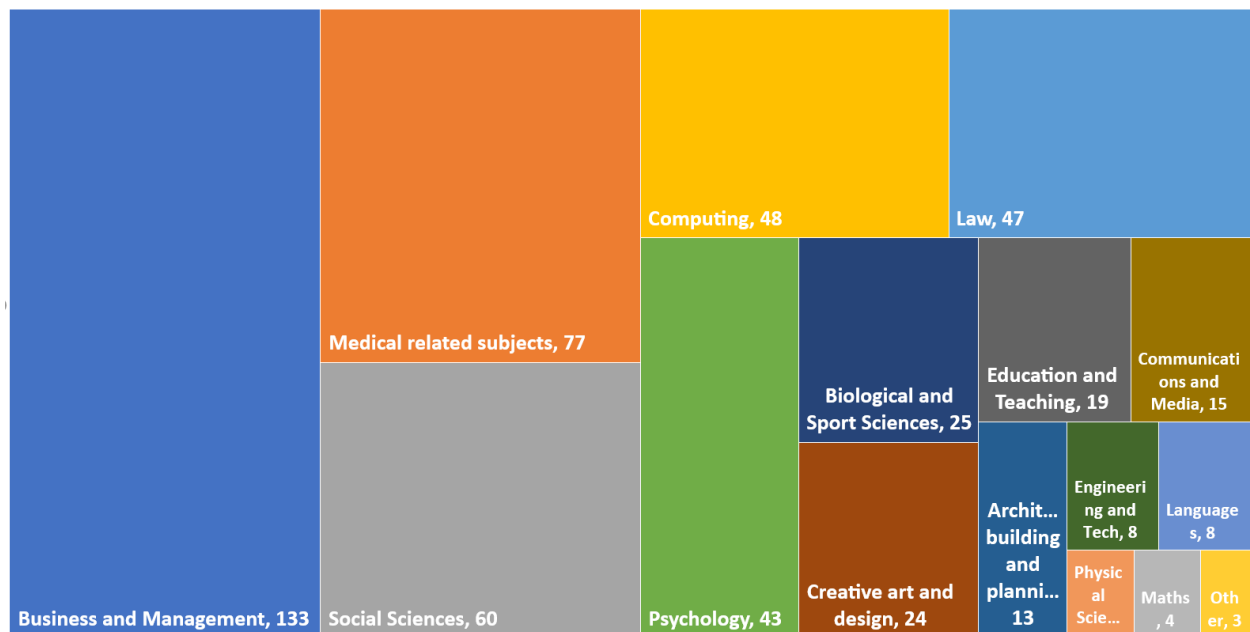
3.8 Work Experience Projects are encounters with employers that allow students to respond to live briefs and receive feedback from employers. Through these projects, students develop presentation, teamwork, project management, and leadership skills. The number of curriculum work experience projects with employers has also grown, both in terms of students that have experienced these opportunities and the impact on their career aspirations. Last year, 58 work experience projects were completed, with almost 70% of students experiencing at least one project.

3.9 The college has also developed strong partnerships with a number of universities both in London and further afield, such as the University of Bath, Coventry University and the University of Westminster. These universities deliver a series of academic lectures and seminars at Monoux each year.

3.10 Student destinations are broadly positive. For example, the most recent DfE (2023) statistics show that the college is 3% above the English average, and 5% above the Local Authority average for the percentage of students progressing to education or employment. This is especially positive for disadvantaged students, with 3% listed as 'destination unknown', compared to the local average of 7%. Our internal data suggests that destination data has improved markedly over five years from the 2017/18 academic year, including for 2021 leavers where 95% progressed to positive destinations. 90% of our 2021 leavers progressed to Higher Education, with 14% of those at a Russell Group institution.

3.11 Over the last four years, the College has added specialist provision that fits well with this regional demand. This includes new courses in Law, Computer Science, and Building Design. Our plans for T Levels also fit with regional priorities – with the first T Levels planned in Digital Production and Healthcare Science. Our student destinations (below) align well with the areas of the greatest regional demand for skills.

Students who left in July 2022 - recorded Higher Education destinations by subject area



(The only priority area for London not represented strongly in our balance of destinations is Hospitality, but this technical course is delivered locally by Further Education Colleges.)

4. Stakeholder approach

4.1 The college reports its progress in developing links with employer organisations to the External Relations Committee of the Corporation. The External Relations Committee also has oversight of other key stakeholder approaches, such as with the London Borough of Waltham Forest (for ALP).

4.2 The college executive and Corporation are currently developing a new strategic Plan for the college. Governors are involved in the development of strategic intentions and options, alongside college staff and students. We involve external stakeholders, in particular universities and employers, in the development of ideas. College leaders have conducted

visits to other settings with a focus on the development of our curriculum and support strategy.

4.3 The college has prepared a Skills Strategy as part of its strategic planning process. This sets out how we are responding to Labour Market Intelligence and how we will meet the expectations within statutory guidance on the provision of advice and guidance. Governors have been involved in the development of this strategy, and the External Relations committee has a good awareness of the skills agenda. Our membership of the London Green and Digital Advisory Board will provide future training opportunities for staff as our curriculum evolves.

5. Contribution to national, regional and local priorities

5.1 The college is growing, with very good financial health and good outcomes for students. All aspects of the curriculum are aligned to national and regional priorities and the college is fully embracing the development of T Levels. Furthermore, it is doing so by supporting students with considerable disadvantages and helping these young people to develop agency and skills for careers.

5.2 The college will publish a new strategic plan for 2023-27 in July 2023. The incoming nature of the plan, however, will be inclusive of the following key objectives for 2023/24:

1. To prepare the college for curriculum change, most notably the start of our delivery of T Levels in 2024:
 - a. Student recruitment in line with target
 - b. Professional development and curriculum planning
 - c. Preparation of our T Level learning environment
 - d. IAG to assure first wave of T Level entrants
 - e. Piloting of Pre-Level 3 programmes
2. Direct recruitment of 14-16 year olds:
 - a. Continuation of ALP contract with LBWF
 - b. Direct recruitment and admissions policy implemented
 - c. Successful quality outcomes in first year (Ofsted)
3. Achievement of student recruitment growth target:
 - a. Marketing and liaison to enrol 1870 full-time post-16 and 90 full-time pre-16 learners for 2024/25
 - b. Property strategy implemented to provide required teaching space
 - c. Recruitment of additional permanent teachers into A Level curriculum
4. Deliver on identified performance improvements:
 - a. Delivery of Curriculum Strategy focused on 3 highest priorities for raising student performance:
 - i. Students on board and ready, with improved oracy
 - ii. Teaching at most rigorous level
 - iii. Supporting students to have agency to overcome challenges
 - b. Raised overall attendance towards target of 90%
 - i. Target exceeded by specific groups at Level 3
 - ii. Improvement by all groups
 - c. Value-added outcome for leavers in upper quartile of national database (ALPS), with overall achievement and retention rates >90%
 - d. Piloting of enhanced instructional coaching as primary vehicle for professional development
5. Targets achieved within Skills Strategy:
 - a. Development of work placement opportunities to meet needs of T Level delivery

- b. Comprehensive tracking of students' development of career skills and awareness of destination options, using Gatsby benchmarks
 - c. An enhanced programme of support and guidance for students on HE choices in order to raise the success of students at university
 - d. Training and qualification plan delivered for those delivering our guidance
6. Adoption of 2023-27 Strategic Plan in July 2023:
- a. Financial and property plan that facilitates growth and curriculum improvement
 - b. Formation of collaborative working relationships with selected local schools:
 - i. Planning for social and personal development of young people
 - ii. Professional development of teaching staff
 - c. Clear and bold actions to achieve our ambition of being an Ofsted outstanding provider
7. First Property Strategy milestones achieved:
- a. Increased classroom space through Post-16 Capacity Funding with a £1.3M bid successfully made
 - b. Accommodation improvements for Science, Health and Digital T Level provision, with our bid for T level capital funding awaiting outcome
 - c. Formulation of our Digital Elevation Strategy

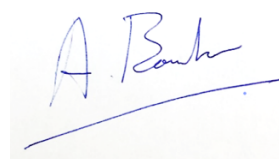
6. Corporation statement

This statement of accountability was approved by the Corporation of Sir George Monoux College on 20 May 2023. It is our agreed summary of purpose and aims for the 2023/24 academic year.

Signed:



Dave Vasse
Principal



Andy Boucher
Chair of Corporation

20 May 2023

Appendix 1: Monoux Student Framework

A. RIGOROUS ACADEMIC WORK:

The portrait of a Monoux Graduate (1—4)

1. I have well-researched and ambitious plans for the future
2. I am a skilful learner with successful habits
3. I am able to solve tough problems and think critically
4. I am an expert in my academic field

Our Approach

- We have **highly committed academic/teaching staff** who are tenacious, adaptable and reflective, using the Monoux Teacher Framework in planning work.
- We carefully **structure learning** activities, assessment, progress tracking and classroom culture.
- We use frequent **testing** to make learning stick.
- **Reading & note-making** is at the core of our approach to developing young minds.
- Through **induction, assemblies, coaching and teachers' guidance for independent study** we develop students' study skills.
- We have high expectations of **attendance, punctuality and working to deadline**, with an energetic response to low performance.
- We expect students with the ambition to progress to prestigious destinations to follow **programs that provide stretch** and to study relentlessly.
- We **organise spaces** to promote respectful, focused engagement and to enable hard work.

Monoux Student Framework 2022-23



B. A COMMUNITY THAT RAISES OPTIMISM AND THE SENSE OF WHAT'S POSSIBLE:

The portrait of a Monoux Graduate (5—7)

5. I am curious, open-minded and knowledgeable about the world and other people
6. I am self-aware, able to manage emotions and show appreciation of others. I am ready to help other people
7. I understand about health (public and personal)

Our Approach

- We proudly **greet our students** and show warmth & compassion.
- Through our **Talent Lab programme of talks, activities and discussion groups** we embed personal development & health relationships, and promote world citizenship, equality and sustainable practices.
- We have an extensive and growing range of **work experience** and placement opportunities that support career choice.
- We rigorously promote **healthy eating**.
- We help students to be aware of risk.

C. STEPS TO SELF-MASTERY AND AGENCY:

The portrait of a Monoux Graduate (8—13)

8. I make good choices to use time well and find focus
9. I have developed a clear sense of self, with purpose and direction for the future
10. I am confident to meet new people, take on new challenges and adapt
11. I can be convincing and persuasive, using public voice to express ideas
12. I am aware of social barriers and I am equipped to navigate these
13. I can add value to an organisation by being reliable and setting high standards

Our Approach

- Our **Monoux Passport** scheme ensures that we devote time to reflection and forward planning, finding identity and purpose.
- Through outstanding and integrated **support for welfare, wellbeing and learning** we enable students to persevere, use advocacy and be emotionally intelligent.
- Students advance their **literacy and verbal expression** through our curriculum, Read to Succeed and through **student leadership**.
- We **mentor** our students everyday to have ownership of the challenges they face and to build self-efficacy. Our **behaviour norms** provide the climate to facilitate this learning. A student with ownership and self-efficacy would not notice our rules.

Our mission is “to give students control of their future by learning and changing today”

