

Annual Accountability Statement

2023/24



1. Purpose

The earliest predecessor to the college was the Scunthorpe Technical High School which and was eventually designated as a sixth form college in 1992. Today we are an internationally focused sixth form. The college attracts students from around the world. It is a tier 4 licence holder and for over 25 years has attracted international students to study in Scunthorpe. In 2023 the College received outstanding in all areas in the Ofsted social care inspection related to this provision.

Our primary purpose is to aid progression to higher level qualifications or higher level apprenticeships. We are a major enabler of social mobility. Our students aspire to professional, managerial or entrepreneurial careers with the majority of them progressing to university study. We have high aspirations for our learners and this results in many of our learners leaving the area and never returning. Our curriculum intent represents our core purpose and the colleges ethos and values. Our curriculum intent can be found on the Leggott website.

Our vision is to be an outstanding provider of education that prepares its learners for progression and achievement. Our mission is to create an inclusive community, where the learner is at the centre of what we do, with a sense of belonging that challenges and inspires through consistently high quality teaching support and care.

The John Leggott College strategic plan was approved by the Corporation in June 2021. The strategic plan was written prior to the Skills Act and the ONS reclassification. The college did delay the implementation of one key strand, the engagement strategy, to ensure that it was fully compliant to its statutory duty of meeting local, regional and national needs. The strategy has two key themes: Striving for Excellence and Culture & Contribution.

For Excellence we will concentrate on the following:

- Quality of Education
- Pastoral Support and the wider student experience
- Excellence in leadership
- To become a centre of excellence for employability

For Culture & Contribution we will concentrate on the following:

- Enshrining the JLC values
- Development of a culture which promotes positivity and value
- Talent Development
- Reward and recognition of staff and students

2. College Context and Place

JLC is a high aspiration, open access sixth form college with learners from entry to level 3 - pulling a wide range of students from across large swathes of our local regions and attracting a small cohort of international students from countries around the world, enhancing our Leggott community. Our curriculum focus is regularly reviewed to map against local, regional and national needs - specifically through alignment to the local skills improvement plan and the skills gaps identified within the Greater Lincolnshire Local Enterprise Partnership (LEP) and LSIP priorities.

The college has a proven track record of enabling social mobility in an area of low aspiration and disadvantage. Our curriculum is designed to encourage the same high aspirations we have as a college, within our learners themselves, supporting them to gain the confidence they need in achieving their hopes and dreams. We invest in programmes of study to develop learners' knowledge, skills and behaviours and complement this with opportunities that enhance their academic studies. We ensure support for learning goes beyond the classroom - providing wrap-around support from our nationally commended pastoral teams, demonstrated by our Safeguarding & Wellbeing Team being AoC Beacon Finalists for 2022 for our 'Every Student' Wellbeing Model.

The 2021/22 academic year was an outstanding year for JLC, showing further significant improvement across the majority of all key areas. The college has extensively developed its outward focus approach working closely with the local community and its employers to align our curriculum and provide opportunities for students to develop a range of skills. The college has continued to invest significantly in teaching, learning and assessment, giving staff the opportunity to up-skill and expand their pedagogical and subject-specific knowledge - the result of which has seen the college achieve record breaking outcomes across large numbers of our curriculum subjects and many staff being recognised nationally for the work they play in supporting learners. The college is committed to consistently supporting our students to unlock the doors for their future, seeing a record 99% rate of positive progression for funded, completing students leaving us upon successful completion of their study programmes - this is up from 87% since our last inspection and up from 95% in 2020/21.



This results in many students choosing to leave their local context and as a consequence a significant number of highly qualified future professionals post JLC leave the area and reside in other parts of the UK or the world. In terms of progression the key routes and fields for HE study are:

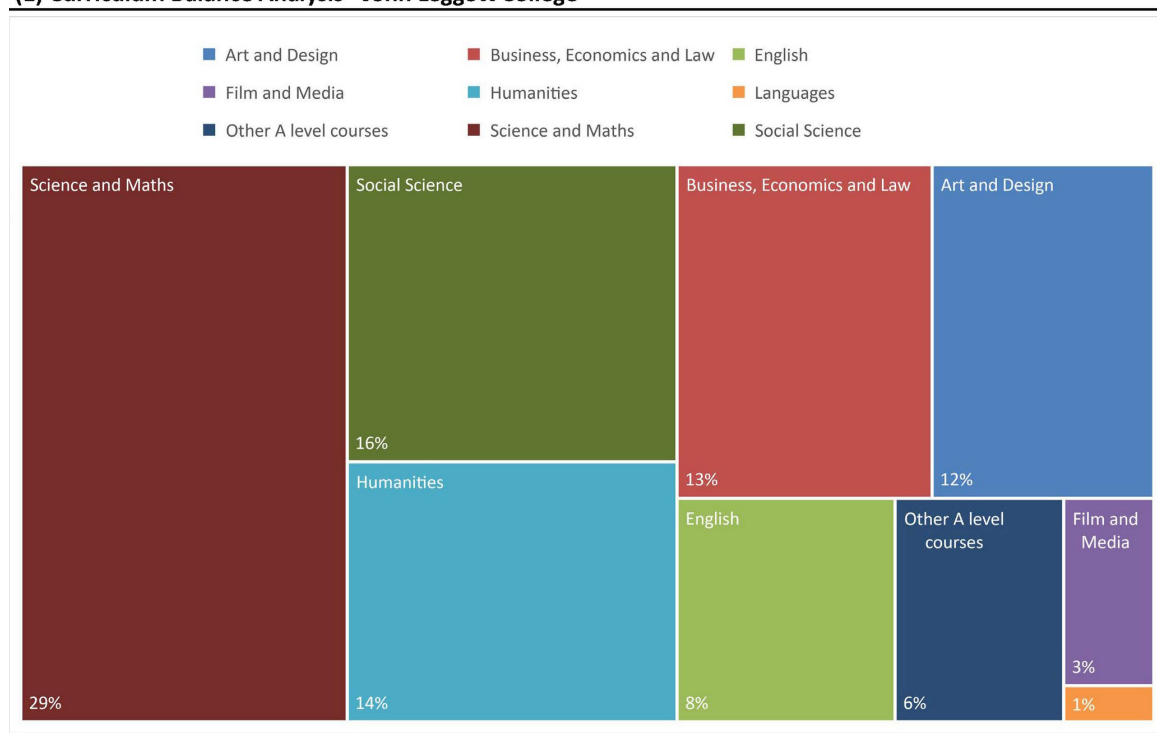
Department	% of total HE applications
Allied Health	14.85%
Business & Law	13.53%
Creative Arts	10.08%
English & Languages	7.16%
Humanities & Economics	7.96%

Social Science	16.18%
Maths & Accounting	6.63%
Media, Film & Computing	9.02%
Sciences	7.43%
Performing Arts	4.51%
Sports & Public Services	2.65%

Learning primarily takes place within 16-19 study programmes at Level 3. Underpinned by a strong curriculum strategy, programmes of study develop learners' knowledge, skills and behaviours so they can progress to university, employment or higher levels of study towards these aims. We offer students not only a breadth of curriculum, but also a diverse array of extended opportunities that complement and enhance their academic studies - with 63 clubs and societies initiated in 2021-22. This gives students many skills related to the world of work.

At Level 3, 432 learners (29%) study a pure A Level programme, 447 (30%) students study a purely Vocational programme and 618 (41%) learners study a hybrid combination of A Level and Vocational courses. A smaller volume of learning is present between Entry Level and Level 2, mainly in GCSE Courses, Level 2 Awards and Level 2 Certificates, with around 128 learners (7.88%) of students studying across Entry Level, Level 1 and Level 2 suites, including those students on Level 3 programmes studying a resit GCSE qualification in English and/or Maths.

(1) Curriculum Balance Analysis - John Leggott College

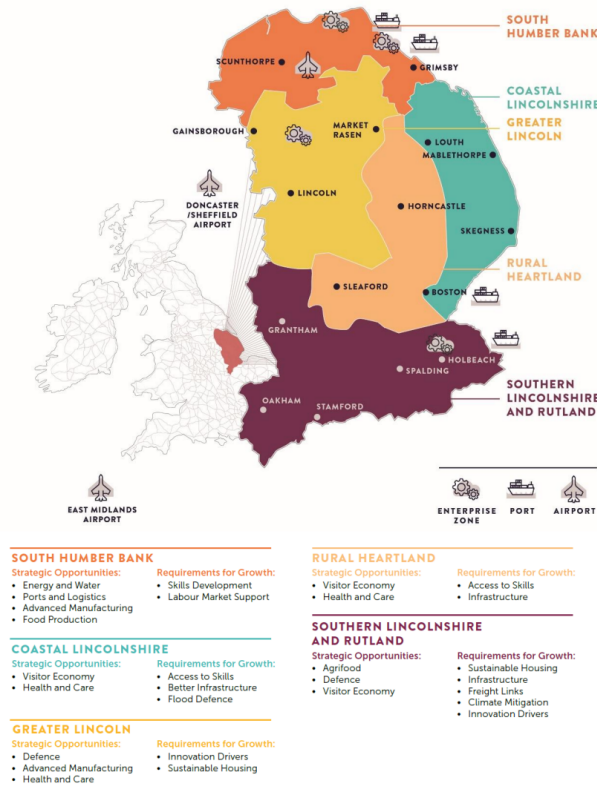


Our curriculum is designed to encourage high aspirations for learners, supporting them to gain the confidence they need in achieving their hopes and dreams. For learners with special educational needs, our level of ambition is undiminished – as with all our learners, we help them to develop skills for independence and adulthood, allowing them to progress onto positive and sustainable destinations. Approximately 17% of learners have some form of learning difficulty or disability, which is in line with the sixth form college sector average at the same level with a small number of 'High Needs' learners and these learners attain at an outstanding level.

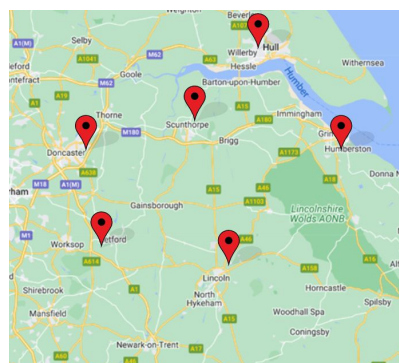


The college is very successful in terms of providing a springboard for progression to Higher Education, apprenticeships or employment. 61.11% of funded leavers have gained a place at university, with 22% gaining a place at Russell Group Universities. Approximately a quarter of students gaining a place at university do so in science, technology, engineering and mathematics, linking to the industrial focus of the town, and also to the national skills-gap agendas and regional LEP priorities. LEP priorities are also well-served by strong recruitment to courses in Health. Also provisionally, over 12.16% of funded leavers gained an apprenticeship with the vast majority of the remaining leavers moving directly into employment.

In our primary learner area, Greater Lincolnshire, there is a population of 1.13 million. The area is very varied, Northern Lincolnshire has a higher population density and offshore wind, advanced manufacturing and decarbonisation key areas of current and future employment demand. The South and Coastal areas are less densely populated and have more of a need for the visitor economy and agriculture. The LEP has identified 5 key spatial and industrial corridors. The diagram below illustrates the geographically dispersed nature of the area and also the divergence of skills need.



In terms of our intake, learners are drawn from a wide geographic area including urban and rural settings and satellite towns. Just under 75% of learners are White British ethnicity, compared to 76% nationally, whilst most other ethnicities are represented in smaller numbers. Approximately one quarter of learners come from significantly disadvantaged backgrounds (compared with one fifth within the national sector); within this cohort and wider, there is a strong tradition of 'family first' progression to Higher Education from the college. This demographic feature partially reflects the northern industrial heritage of the town; as a counterpoint, links with newer local industries are strong and many of our students progress into local priority sectors. A relatively small minority of our learners come from areas with the lowest indices of deprivation, with 29% coming from 'bottom quartile income' families, against a national sector rate of 20% and 15% coming from 'top income quartile' families, against a national sector rate over double this at 31%. Diverse groups of learners are expertly supported to successful programmes of study and the vast majority of ethnic groups perform at, or above college and national averages, as do learners with learning difficulties or disabilities.



- North Lincolnshire
- North East Lincolnshire
- Lincolnshire
- North Notts
- Doncaster
- East Riding



3. Approach to developing the Annual Accountability Statement

The college acts in collaboration with a number of key agents in the skills agenda of Lincolnshire. These have covered a number of key stakeholders which include:

- North Lincs Skills Transformation Board
- Humberside Principals
- Lincolnshire Federation of Lincolnshire Colleges
- Governors
- Student Representatives
- College staff
- University of Hull
- North Lincolnshire Education Consortium
- FSB
- Lincolnshire LEP
- HEY LEP
- Employer panels

The college has worked with a number of SMEs to large organisations, both locally, regionally and nationally. We have engaged with employers with regards curriculum offer, skills shortages and skills needs.

- Strategic Skills Focus Groups with local partners, including...



- Curriculum Employer Boards with partners including...



- Curriculum Support from partners including...



The curriculum is significantly focused on key, local, regional and national targets. In particular the college has noted the LSIP priorities of work readiness, digitisation, decarbonation and green skills, leadership & management, local socio-economic conditions and local skills systems. We are one of the largest providers in the region of students who matriculate at key stage 5 advanced STEM subjects and have invested heavily in digital technology and programmes of study.

This document has been shared with staff, governors and employers to ensure a full representative voice has been reached.



4. Contribution to National, Regional and Local Priorities

The LSIP Priorities are:

1. Work readiness and essential skills
2. Digitisation and smarter working
3. De-carbonisation and Green Skills
4. Local socio-economic conditions
5. Leadership and Management
6. Local skills system

The college has restructured its staffing to ensure a better delivery of its curriculum and also support to learners to enable it to meet the LSIP priorities. Significant investment in training has been given to our careers team and also our Progress Tutors. We have also increased staffing in this area. We have worked closely with local and regional businesses to ensure that all staff who teach on vocational courses will have relevant vocational experience. An example of this is with Croda Chemicals, who are supporting our science team.

The National Priorities are:

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

The College has an existing reputation in the STEM field, it is one of the largest providers of students who matriculate at Key stage 5 in these subjects. With regards STEM the College has invested significant resources to expand future need. Additional classroom space has been created at the cost of £4 million to allow for an expansion of Maths, this coupled with further curriculum enhancement by the addition of A Level Statistics will see a broader and wider skill set and higher volume of students in that area, this will enable further progression into fields of high level engineering and mathematics.

The College has also significantly invested in Digital Technology, this will allow students to be taught a varied range of high level digital skills. The College has invested over £1 million in Digital infrastructure projects that enable learners to be up skilled in multi dimensional skilled roles.

From 2024 the college will bring on stream T Levels in the Digital and Health fields, this will allow further curriculum enhancement to map against local and national need. The college is awaiting a T Level bid to support capital transformation in the field of health to further enhance industry experience. This was done in conjunction with NLAG and the University of Hull.

We have worked closely with employer partners to facilitate these models.



College strategic aims/QiP targets	Contribution towards regional and local priorities and learning skills	College reference point
Excellence in pastoral support and wider student experience	LSIP Priorities 1 & 6 Will enable more students who progress from JLC to have more informed decisions around progression and a greater understanding of the world of work	SDP Aim
Creation of a centre for excellence for employability	LSIP Priorities 1 & 6 To improve work ready skills and increase the number of contacts between employers and students	SDP Aim
Cultural capital and the development of wider skills	LSIP Priority 5 Improve the aspirations and ability with students to engage in higher level careers	SDP Aim
100% of learners not applying to HE on a vocational course to access work experience connected to their learning aim	National Priority LSIP Priorities 1, 5 & 6 Greater connection between a students vocational learning aim and direct relevant world of work experience	QiP Aim



Corporation Statement

Having reviewed the College's position against the needs of the current and future local, regional and national economies serviced, we are confident that we are all well positioned to respond.

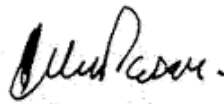
We are committed to complying with our duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. We will look to hold a review at least every three years to identify how well we are meeting skills needs associated with securing suitable employment we will publish our report on our main website following this review.

On behalf of John Leggott College Corporation, it is hereby confirmed that the College plan as set out reflects an agreed statement of purpose, aims and objectives as approved by the Chair of the Corporation on 24.05.2023.

The plan will be published on the college's website



Leon Riley
Principal



Andrew Pascoe
Chair of Governors

