

# COLLEGE ACCOUNTABILITY STATEMENT 2026-27

## 1. Purpose and Intent

An outstanding sixth form that inspires learners to develop the resilience, knowledge, skills and attitudes to be highly competitive, realise their aspirations and excel.

Aspire, Act, Achieve.

## 2. Context and Place

Bede Sixth Form, as part of the Education Training Collective, delivers a mixed programme of A Levels and part-time vocational programmes to approximately 800-900 students with around 40-50 members of highly qualified, subject specific academic staff. Most study programmes taken by students are made up of a combination of A Levels and vocational programmes – these are structured into Pathways based on student prior attainment.

Our Institute of Sport and Education is a beacon attracting students from well-outside our traditional catchment because of excellence in coaching and the now long-established links with big names such as Newcastle Red Bulls (Rugby), Durham University (Women's Football), Grangetown NC (Netball) and Spennymoor FC (Men's Football).

Bede Sixth Form is situated in Billingham, a small town in the borough of Stockton-On-Tees. Billingham parish is 'more deprived than average' and in the Stockton borough there is high intra-borough inequality – very affluent vs highly deprived wards. Child poverty is around 20.9% (above England average), there are higher proportions of the population reporting fair/bad health and life expectancy is lower than the national average – a 16-18 year life expectancy gap is noted between the richest and poorest areas.

School performance in Stockton-On-Tees is just below the national average, though one of the main feeder schools to Bede Sixth Form has significantly underperformed for a number of years. The Tees Valley is characterised by:

- Skills gaps in key sectors
- High youth unemployment and rising NEETs
- Household income below the national average
- Education levels below the national average

The Tees Valley Local Growth Plan has identified six priority sectors which the Local Skills Improvement Plan (LSIP) is targeting to align skills provision with economic change. In the table below, each priority sector is mapped to an area within Bede Sixth Form:

| Tees Valley LSIP Priority | Bede Sixth Form Activity                                      |
|---------------------------|---------------------------------------------------------------|
| Advanced manufacturing    | Physics, Maths, Computer Science, Engineering                 |
| Bio and life sciences     | Bede Science Conservatoire                                    |
| Chemical and process      | Bede Science Conservatoire                                    |
| Clean energy              | Geography, Chemistry, Physics, Engineering, Maths             |
| Construction              | Physics, Maths, Engineering, Business, Geography              |
| Digital and creative      | Art, Media, Music Technology, English Language and Literature |

## 3. Approach

This College Accountability Statement has been informed by internal performance analysis, labour market intelligence, and an understanding of the socio-economic context in which Bede Sixth Form operates. Our approach aligns student needs, employer demand, and the strategic priorities of the Tees Valley. Internally, we have reviewed recruitment, attainment, value-added performance, progression outcomes, and curriculum effectiveness. This has highlighted strengths, including the continued success of the Institute of Sport and Education, while identifying opportunities to strengthen areas such as science and provision for learners with less traditional Level 2 progression routes. Externally, the Tees Valley Local Skills Improvement Plan (LSIP) has shaped our curriculum priorities, particularly in green energy, health and social care, professional services, and the development of digital and transferable employability skills. These priorities have informed the growth of specialised programmes and progression-focused pathways.

The local context presents both challenges and opportunities. High levels of deprivation, lower educational attainment, and increasing NEET figures reinforce the need for an inclusive and supportive curriculum. In response, we are developing tailored pathways, including a new Pathway 4, to better engage and support students at risk of disengagement while maintaining high expectations.

Our priorities reflect a commitment to raising academic standards and value-added outcomes, while ensuring every student develops the knowledge, skills, and resilience needed to succeed in a changing economy. This approach underpins our objectives for 2026/27 and ensures the College continues to meet both local needs and regional workforce demands.

## 4. 2026/27 Objectives

| Priority                                                                                                                                                          | Target 26/27                                                                                                                                                                                                   | LSIP Sector Priorities |   |   |   |   |   |   | Source of Priority:                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---|---|---|---|---|---|-------------------------------------------|
|                                                                                                                                                                   |                                                                                                                                                                                                                | 1                      | 2 | 3 | 4 | 5 | 6 | 7 |                                           |
| <b>Growth</b><br><br>Enhance the reputation of science provision and increase enrolments.                                                                         | Launch Bede Science Conservatoire (BSC) with 2 bespoke development programmes to prepare learners for future careers in science.<br><br>Two cohorts of 20 for each development programme.                      | ✓                      | ✓ | ✓ | ✓ |   |   | ✓ | National<br><br>Regional<br><br>Strategic |
| <b>Growth</b><br><br>Enhance Etc. student recruitment and respond to curriculum reform.                                                                           | Launch ISE at Redcar and Cleveland College and within NETA provision to increase attractiveness of Engineering/Clean Energy provision. Introduction of A Level provision across group to support new V Levels. | ✓                      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | National<br><br>Regional<br><br>Strategic |
| <b>Teaching and Learning</b><br><br>Continue to improve the High Grades and Value-Added profile of Bede Sixth Form College.                                       | High Grades 50% or higher.<br><br>VA – DfE ‘Average’ or higher banding.                                                                                                                                        | ✓                      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | National<br><br>Strategic                 |
| <b>Destinations</b><br><br>Enhance the support provided to ensure students aspire to the best possible outcomes.                                                  | Ensure positive destinations for Bede remain at or above 95%.                                                                                                                                                  | ✓                      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | National<br><br>Strategic                 |
| <b>Inclusion</b><br><br>Create a bespoke study programme for students with less traditional Level 2 progression histories to improve participation and inclusion. | Introduction of ‘Pathway 4’ with wrap around support and specialised provision.                                                                                                                                |                        |   |   |   |   |   | ✓ | National<br><br>Regional<br><br>Strategic |

### LSIP Sector Priorities Key

1. Advanced Manufacturing
2. Bio and Life Sciences
3. Chemical and Process
4. Clean Energy
5. Construction
6. Digital and Creative
7. Work Ready Skills

# BEDE SIXTH FORM COLLEGE etc.

| Priority                                                                                                                                                                                  | Target 26/27                                                                                                                          | LSIP Sector Priorities |   |   |   |   |   |   | Source of Priority:                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------|---|---|---|---|---|---|-------------------------------------------|
|                                                                                                                                                                                           |                                                                                                                                       | 1                      | 2 | 3 | 4 | 5 | 6 | 7 |                                           |
| <b>Employer Led Curriculum</b><br><br>Develop learner resilience and independence and work-ready skills.                                                                                  | Establish clear academic coaching protocol for 1-1s, more structured support in utilisation of Independent Study and Aspire sessions. | ✓                      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | National<br><br>Regional<br><br>Strategic |
| <b>Partnerships</b><br><br>Expansion of Innersummit provision to include more short courses, apprenticeship units where relevant and inclusion of Business Administration across the Etc. | Income to increase in excess of £1m whilst ensuring achievement remains above 70%                                                     |                        |   |   |   |   |   | ✓ | Regional<br><br>Strategic                 |

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