



Accountability Agreement

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Xaverian College - Accountability Agreement

1. Statement of Purpose

The Xaverian College is a Roman Catholic College founded in 1862 by the Congregation of St Francis Xavier. The Congregation remained the Trustees of the College until 2001, after which the Roman Catholic Diocese of Salford became the Trustees.

The College's Mission provides the following public benefits through the advancement of education:

- To provide the opportunity for young people to experience the values and way of life of a Catholic Community,
- To enable young people to realise their potential and to be the best version of themselves,
- To nurture the spiritual, moral and personal development of young people, and
- To positively contribute to both local and national developments.

The College is based in Rusholme, close to Manchester City Centre and is a major provider of A level, BTEC plus Maths & English GCSE. A 55% of students reside in areas classed in the deprivation index. After College, the vast majority of students progress to Higher Education pathways and then into employment, helping to meet the skills needs on both a local and national level.

The Xaverian College Strategic Plan sets out 5 key objectives and targets. They are:

To nurture and celebrate the distinctive Catholic nature of the college

- Support and nurture the liturgical and prayer life of the College and encourage all members of the community to participate in these activities
- Provide opportunities that encourage all members of the community to contribute to the College's mission and ethos
- Provide a high level of resource to support the RE team and chaplaincy.

To provide a range of programmes responsive to the needs and interest of the individual and Manchester

- Provide an attractive, inclusive, and appropriate curriculum.
- Ensure coherent curriculum planning.
- Ensure learners develop personal, social and employability skills.

To deliver outstanding provision

- Provide the highest standards of teaching, learning and assessment
- Ensure quality improvement, standards and processes deliver outstanding teaching learning and assessment
- Ensure all learners achieve and make progress relative to their starting points and learning goals.

To support young people to overcome the challenges they face on both a personal and academic level

- Provide outstanding guidance that meets the individual needs of students.
- Support and develop students as independent learners.
- Ensure that support for students enables them to fulfil their potential.

To provide outstanding leadership

- Ensure the college is in a strong strategic position.
- Ensure the college workforce is suitably qualified and well trained
- Provide high quality accommodation and resources
- Provide excellent financial management and value for money

The curriculum intent is to provide a broad range of subjects that provide students with the opportunity to enjoy a balanced education that is founded on strong values, subject specialism, skills for life and a breadth of learning that prepares the students for the rigours of joining the workforce.

The Skills Act placed a statutory duty on the College to ensure the curriculum offer contributes towards the skills needs on both a local and national level. As a Sixth Form College, where the emphasis of teaching and learning is on Level 3 Academic pathways, it is more challenging to quantify the impact on the skills agenda. The majority of students progress to Higher Education establishments across the country and may reside there upon the conclusion of those studies, thereby meeting the skills needs on a national basis.

2. Background and Context

Xaverian is a single site, Sixth Form College with teaching and learning spread across 12 buildings. The campus has a rich heritage and includes 3 listed buildings as well as more modern teaching blocks within the estate.

In 2024/25, the College has 3,014 16–19-year-old students predominantly studying A Level and BTEC qualifications. The College curriculum offer also includes some provision for Level 2 and Level 1 study patterns.

The College also has a link to Manchester University resulting in 204 Foundation students studying at Xaverian. These students are aiming for a full place at Manchester University studying BioSciences, Medicine, Dentistry or Pharmacy.

The College employs circa 237 staff (equivalent to 190 Full Time Equivalent employees).

Students come from over 140 different High Schools and many travel across local authority borders to study at Xaverian.

The College has seen significant growth in its student body over the past 5 years and further growth is anticipated into the future as the demographic of Greater Manchester shows additional 16-19 students through to 2030. By 2030, it is anticipated the College will have a student body of around 3,350 studying Level 3 qualifications and 250 Foundation Students from the University of Manchester.

The College has a turnover (in 2024/25) circa £18.6m (excluding capital grant releases).

The College was awarded a Grade 1, "Outstanding" rating for all areas in the Ofsted inspection of March 2023. For our work in the skills sector, Ofsted agreed with our self-assessed grade as making a reasonable contribution to meeting the skills needs.

85% of learners progress to University after a period of study at Xaverian and this has a significant influence over the skills preparation in place for our students.

The College aims to be as accessible as possible to local 16- and 17-year-olds. The curriculum is inclusive of level 1 and 2 to give a wide range of students the opportunity to study at College. The majority of students are studying on a Level 3 program.

Post application, each student is subject to an individual consultation to discuss which qualifications they wish to study towards, and the College will assess if forecast results support these wishes. At enrolment there is a further such discussion with each student to ensure they are on the right course to help them achieve their goals.

According to the Index of Multiple Deprivation, over 49% of the student population come the most deprived quartile with only 12% coming from the least deprived quartile. 50% of the student population are from minority ethnic groups.

As of September 2024, 55% of students have an average GCSE score of greater than 6.0, 29% are between 5.0 and 5.9 and 16% have an average point score of 4.9 or lower.

The College has a small population of students with Education and Health Care Plans (EHCP) and/or High Needs. There are also a large cohort of students who have additional needs such as exam access arrangements and additional learner support needs that fall short of a full High Needs requirement. The College has a specialised team to deal with these students and to ensure they can experience the full range of teaching & learning and enrichment to make them the best that they can be. The College also has a full team of Pastoral Managers. Each student is assigned a Pastoral Tutor at enrolment so that they have the support they need to flourish at College and beyond.

As well as the traditional academic subjects, each student's timetable includes a tutor group where a wide range of topics are discussed from financial independence to British Values, as well as a Religious Education lesson where all religions are explored and debated.

The College is a member of the Manchester Catholic Education Partnership (MANCEP) which is a collaboration with local Catholic High Schools. This group meets at all levels, including leadership and curriculum, to share good practice and innovative approaches to educating young people.

The College is based in Rusholme, Manchester and has strong transport links across the city. This results in students studying at Xaverian College with some travelling significant distances to do so.

Within Greater Manchester, one of the overarching skills challenges is that Greater Manchester's population is lower skilled than the national average, especially in respect of the higher proportion of people with no/low qualifications and the lower proportion of residents with level 4+ qualifications.

Addressing functional numeracy, literacy and digital skills, alongside enhancing essential skills and employability remain a key challenge. The Greater Manchester Local Skills Report & Labour Market Plan noted that these longstanding issues must be addressed if residents are to contribute to and benefit from inclusive growth.

Manchester city region is economically diverse with no dependence on any single sector or occupational group for its economic wellbeing. 40% of GM employment is in the foundation and service sectors, where roles are often low paid and opportunities for productivity gains and in-work progression are limited.

Within Greater Manchester there is a focus on priority sectors highlighted in GMs Local Skills Improvement Plan (LSIP), many of which also reflect national priorities. These are:

- health innovation;
- advanced materials & manufacturing;
- digital;
- creative & media & 'clean growth'.

There are also needs within more traditional sectors such as retail, social care, hospitality and, to a lesser extent, tourism.

The LSIP in the Greater Manchester region noted difficulties in recruitment for businesses with a number of reasons being given, such as:

- Applicants do not have the required skills,
- Applicants do not have the right aptitude,
- Applicants do not have the relevant qualifications.

The LSIP also states there are gaps in specialist skills for some roles, but also noted IT skills and basic numerical skills are a key driver of recruitment issues. The LSIP also identified some of the "softer" skills were lacking in candidates. The College has developed its plans with the draft LSIP findings in mind. The pastoral programme includes lessons on building resilience and those "softer" skills to prepare students for the workplace.

3. Approach to Developing the Plan

Greater Manchester is well served for post 16 education. In the city centre it boasts two Outstanding Sixth Form Colleges (Ofsted 2023), as well as the Manchester College. There are further Sixth Form Colleges and Further Education Colleges in the suburbs.

There is collaboration between the Sixth Form Colleges and FE Colleges to ensure that the curriculum offer across the city can meet the needs of our young people and the needs of the local economy. The sixth form providers providing the academic pathway, whilst the Further Education Colleges focus more on vocational routes. This approach ensures the skills required by the young people of Manchester are well serviced.

The majority of students from Xaverian will progress to Higher Education, with a strong proportion study at local Universities such as Manchester University, Manchester Metropolitan University and Salford University.

The Colleges all work closely with the local authority to ensure that there is sufficient, high quality provision available for students. The students at Xaverian College predominantly study Level 3 courses and then continue into Higher Education.

The Local Skills Improvement Plan (LSIP) has incorporated views from numerous organisations to help shape the skills focus across the city with a view to meeting the needs of the local economy.

The College has met with the Chamber of Commerce and studied the report from the LSIP (May 2023). The review highlighted key skills shortages being noted by businesses, such as literacy, numerical and statistical skills.

The vast majority of students (80%) who complete their studies at Xaverian move onto Higher Education at University.

The main courses being chosen by the students reflect the local, and national, skills agenda with 21% of students studying medical and other allied health career courses, 16% study business & finance, 15% studying media and the creative subjects and 12% studying law and criminology courses. 65% of students continue their studies in the Greater Manchester area, thereby supporting the skills agenda post-graduation.

The curriculum offer at the College is reviewed on an annual basis to ensure it is meeting the demands of students and the local economy.

4. Contribution to National, Regional and Local Priorities

The table below details a number of aims and target outcomes for the year ahead within our action plan:

Aims & Targets for 2025/26 Academic Year
1, Pathways to University
Update: Pathways Day: Students were invited to attend two talks which they pre-selected. There were speakers from a diverse range of employment areas such as a nurse, a published author, a solicitor, and a Manchester Uni admissions manager. Around 500 students attended talks. A Pathways Fair followed, in the Sports Hall, with over 1000 students in attendance. There were stalls there from Scottish universities, apprenticeship providers, legal firms, Russell Group universities, and NCS amongst over 60 institutions represented there. Afterwards, over 600 students attended UCAS information talks led by the college's Pastoral Team. These talks were an hour long and covered the whole UCAS process from start to finish and give students lots of advice about picking the best university for them. University Stats: Nearly 80% of our students progressed to university, that is almost 900 students. 97% of them got an offer and 79% were offered and able to take up first choice. Our local Manchester Universities are the most popular destinations, with 18% of students progressing to MMU and 14% to the University of Manchester.
Next Steps – Pathways Days The College will build on the existing partnerships with the Greater Manchester Universities and extend collaboration to include other key University destinations. The focus will be Universities providing the key courses for our students and those matching the Local Skills requirements. The Pathways Day will be enhanced to attract an even wider selection of speakers.
2, Curriculum areas to forge links with external stakeholders.
Update – Curriculum Links Each curriculum area has been tasked with building on previous contact made with external stakeholders. This has been encouraged in part by the inclusion of a new 'industry links' judgement in college self-assessment documentation and in discussion in subsequent audit meetings. With all audits now completed it is possible to identify that 18% of subject areas consider their industry links to be one of their strengths, 62% consider they are partially addressed and 20% consider this to be a major area for development this year. Midyear reviews are now completed, within which Curriculum Leaders were reminded of their QIP. The range of stakeholders with whom the college has made connections remains wide. University visits, industry insight days, work experience, visits to professional employers, employment fairs and shadowing of professionals remain examples of the ways industry related information has been gathered. This is either subtly or significantly influencing the delivery of the curriculum and the resources utilised in the delivery of courses. The Skills Lead and Careers Department have continued to work together on refining the process to record and monitor cross-college activities relating to growing skills and preparing students for the world of employment. The Careers Department is actively facilitating links between industry and subject areas within the college
Next Steps – Curriculum Links All Curriculum Leaders have been reminded of their obligation to make links to local industry with the aim of upskilling students and preparing them better for the world of employment. This has been reiterated in the mid-year audits in the first instance. The Careers Department continue to work on facilitating links between curriculum areas and industry. A method for tracking these links for data analysis purposes is updated and in place. The Careers Department is now linked directly to the data and information they require to monitor and assess progress and target subject areas where necessary, in cooperation with the Skills Lead. Ongoing monitoring of the College's engagement with industry is inherent within college quality documentation and is planned to take a greater role in the processes and procedures planned for next year under the new Ofsted inspection framework. Engagement will therefore continue to be evaluated and acted upon. Local-needs industry links are clearly defined in quality documentation and will be used explicitly from now forward in QA processes and procedures with the aim of more areas rating themselves as being strong in this area in the next SAR.

3, Forge deeper links with science stakeholders

Update – Science Links

MDV

Students are recruited to the MDV course at the start of Y12, though they can only continue as part of the course if they are achieving high grades in their A level subjects. This has allowed the team to focus on providing support for those that are most likely to be offered a place.

The MDV team have worked closely together to ensure students have applied to appropriate courses and have provided opportunities to work with Doctors and other Medical Professionals. In addition, a programme of mock interviews takes place each year. The results have been outstandingly successful. In the 2023/24 cohort of leavers there were 61 offers made to 27 students for Medicine, Dentistry or Vet Sci. The full list of the final offers for the 2024/25 leavers will be known by Easter.

Northwest Science Network

The Northwest Science Network, run in conjunction with Corpus Christi College Oxford by Xaverian's Careers team has forged strong links this year with a number of external stakeholders. Xaverian held a 'collecture' on AI that was broadcast to other colleges. Students were invited to take part in a maths weekend school in April that takes place at Xaverian and is led by Oxford Professor Peter Nellist.

Thirty students attend a Science Summer School at Corpus Christi where they engage in research and learn about the skills need to be an effective scientist- developing crucial transferable skills necessary for highly skilled and technical careers in the future.

Next Steps – Science Links

The College's Medics, Dentists and Vets group will ensure those students looking for such a career pathway have the skills and information required to be successful.

The College will look to develop other such groups to specifically enhance student's skills sets ready for employment, whether that is straight from College or post University.

4, Extend the Xaverian "Xtras" enrichment programme to incorporate skills specific activities.

Update – Xaverian Xtras Programme

Life Xtras

This is the strand of the Xaverian Xtras that deals with a variety of activities designed to provide students with the opportunity to immerse themselves within the Xaverian community, contribute to the local area and develop the practical and soft skills needed to thrive post college. Subject-inspired enrichment activities are designed to develop student skills and explore further reading, research and analysis into their chosen subject areas. Popular examples include Ancient Greek and Latin clubs, Book Club, Accounting Software Club and Debate Club which are natural extensions from their associated A Levels; allowing students to explore content beyond their current level to with a view to progressing into further higher education and/or apprenticeship study.

We also have college-wide "Life Xtras", which are multidisciplinary in nature. These are often delivered in conjunction with large local/national partners such as The Duke of Edinburgh programme, CAFOD Young Leaders Charity initiative. We also have internal programmes such as The Student Council and the Diversity, Equality and Inclusion Society, National-level sports teams across six sports and over 20 music groups. These "Life Xtras" allow for the development of team building, communication, leadership, and project management skills.

Work Xtras

"Work Xtras" are activities designed to develop skills, knowledge and behaviours needed for a specific career pathway or general workplace skills. In the summer term (Quintile 5) Curriculum Areas focus on providing Work Xtras in conjunction with Pastoral and Careers services Y12 Pathways Day which provides students with an opportunity for students to receive guest lectures and workshops from local universities, apprenticeship providers and employers.

"Work Xtras" is working with Marketing to further the Xaverian Alumni programme to establish a database of alumni in various industries who will provide talks, workshops and trips that align with our strategy and to widen the scope to connect with former students in order to create networks with external stakeholders within the local workplace.

Pastoral to Develop "Softer Skills"

There are opportunities during Pastoral lessons to develop skills that can be transferable such as leadership, team building, presentational skills and communication. The Student Toolkit has been developed to improve what students can be doing to improve their progress and attainment. There are lessons on independence, resilience, improving memory, dealing with stress and engagement as a learner. All very valuable transferable skills needed for university and employment in the future

5, Maintain and review the vocational offer.

Update – Vocational Offer

The Government's original intention was to split Level 3 qualifications into 2 areas – Academic and T Levels. Funding for qualifications that don't fit into these 2 branches were to be removed from 2024. New qualifications are being developed – Applied Academic Qualifications (AAQ).

In Cycle 1 (from September 2025) the courses at Xaverian under scope for funding removal are Health & Social Care, IT and Applied Science Extended Certificate and Extended Diploma – the last date for enrolment in current format is 2024.

Cycle 2 (from September 2026) BTEC Business Sport, Music Technology and Criminology, Level 2 in Business and Health & Social Care. Last date for enrolment is 2025.

Following the government review concluded December 2024 there were changes made: extended diplomas in all subjects were given an extension of another year for both Cycle 1 and Cycle 2. Cycle 1 subjects with extended certificates have completed and are being replaced by newly developed AAQs

Next Steps – Vocational Offer

From September 2025. The College is offering AAQs in Applied Science, Health and Social Care, Early Childhood Development and IT.

The BTEC offer at the College attracts considerable interest from the student population of Greater Manchester. Whilst many of these students will progress to Higher Education a good number move into the workplace post College. These AAQs offer a good progression route for students, particularly in light of the government revision of rules of combination; this means there is no restriction on the number of AAQs students can take and they can be combined. The College is developing a pathways approach for students where a combination of AAQs (and A-Levels if appropriate) will be offered for students on a particular route.

The College's ties with providers, such as in the Health and Social Care sector, will ensure these vocational courses meet the need to employers and will give the students the skills and work experience they require to flourish in the workplace.

The College continues to explore the T level provision with a view to further meeting the needs of key growth sectors within Greater Manchester but has no immediate plans to deliver these courses, and feels the Pathways route with the newly developed AAQs can provide a viable alternative.

6, Enhance pastoral provision through investment in new pastoral facilities and staffing in the medium term.

Update – Pastoral Provision

The College has invested in its pastoral system by increasing the number of pastoral tutors, creating a new Senior Pastoral Tutor role, and providing pastoral classrooms in the temporary accommodation. Recognising the growing need to widen the care it provides for students, the College has recently appointed an additional college counsellor (3 in total). The College continues to develop plans to construct a new pastoral building in the future.

If a high-risk safeguarding situation presents itself, the named contact at the College is informed and emergency services are requested to support a student if appropriate.

Next Steps – Pastoral Provision

The College has enviable pastoral provision and prides itself on the support given to our young people.

As the College expands, a bespoke pastoral and RE centre will crystallise this provision in future years.

Safeguarding and wellbeing are a focal point of pastoral care. All students are signposted to support with highly experienced and qualified staff in place to offer 1 on 1 provision as well as group delivery.

The College has a clear structure of oversight and management in relation to safeguarding and student welfare. The Assistant Principal (Pastoral) is the Designated Safeguarding Lead and is supported by a Safeguarding Manager, 3 counsellors, senior pastoral managers / tutor and pastoral tutors to provide support to safeguard and improve student wellbeing. The College intends to again expand its pastoral care provision through the addition of additional pastoral tutors to map increases in student numbers.

The Pastoral programme develops studentship skills such as time management, resilience, organisation and financial independence. These softer skills were highlighted by local employers as missing in candidates applying for roles within the region.

7, Digital Skills through LSIF

Update – Digital Skills

The College is a delivery partner for the Digital Skills project. The project aims to support learners to develop the digital skills needed for a career in the digital sector.

The College is looking to incorporate digital methodology in the classroom whether through the use of visualisers, digital flash cards or portable devices which allow student work to be projected onto the main classroom screen for review by both the teacher and fellow students.

Those areas with a digital leaning are forging links with businesses in the digital sector to promote work experience opportunities for our students as well as giving the teacher new insights into the digital workplace. The Pathways Day noted earlier provides further opportunity for students to explore the digital sector as a potential, future workplace.

Next Steps – Digital Skills

The College will continue to forge links with local businesses in the digital sector. New, digital methodologies will be enhanced and rolled out across the College where it will enhance teaching and learning.

The College will send representatives for courses which will directly improve the knowledge base in the digital sector.

5. Corporation Statement

It is hereby confirmed that the college plan as set out in this document reflects an agreed statement of purpose and the aims and objectives were approved by the Governing Body at their meeting on 20th May 2025.



Chair of Governors

Dated: 20th May 2025



Principal

6. Related Documentation

Strategic Plan,

Pastoral Programme,

Medics, Dentists and Vets Programme,

Northwest Science Hub,