

NCG

ACCOUNTABILITY STATEMENT 2026-27

NEWCASTLE SIXTH FORM COLLEGE

NCG

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NCG MISSION AND PURPOSE

NCG's strategic curriculum intent is set out in **Our Strategy Towards 2030**, which is defined at corporate level through our mission and vision:

MISSION

Enabling social mobility and economic prosperity through exceptional education.

VISION

To be the UK's leading college group recognised for our local impact, national influence and reach.

NCG's mission sets out the ambition we aim to realise, whilst our vision describes how we will know when we get there. To underpin both, we have six strategic themes that are based on fundamental pillars of the organisation (Quality, Curriculum, People, Facilities, Finance and Reach). Our focus in each theme is on continuous improvement towards excellence, and each theme intrinsically supports our curriculum strategy delivered through our national network of colleges.

We are a family of seven general Further Education colleges with a strong HE offer bound by the same mission, strategic aims and a number of business-critical policy frameworks. However, each of our colleges retains a very unique identity which is based on its heritage, its curriculum and its place in the community. We work collaboratively through the theme 'One NCG' to ensure that wherever possible, we develop common approaches to the National and Regional Skills Priorities, whilst ensuring that each college has the flexibility to be able to respond to specific local skills needs supported by its local governance model.

That way we ensure that each NCG college remains embedded at the heart of its local civic infrastructure, whilst drawing on all the benefits of being part of a large national group.

Using the Indefinite Taught Degree Awarding Powers, NCG is also uniquely placed to address the current national and regional skills gap at Level 4, 5 and 6.

NCG STRATEGIC AIMS AND OBJECTIVES

As part of our development of the NCG Strategy to 2030 we reviewed and consulted on the strategy in 2024/25 to ensure its relevance for the next five years. The review confirmed that the vision mission and strategic themes are still valid and will carry NCG forward to 2030. The strategic objectives are underpinned by a set of strategic KPIs and plans that are overseen by the NCG board and its sub-committees.

THE KEY THEMES ARE:

- Exceptional Teaching, Learner Experience and Outcomes
- Innovative, Relevant Courses and Qualifications
- Ambitious and Responsible Educators and Leaders
- Outstanding Digital and Physical Learning Environments
- Financial Sustainability Powering Reinvestment
- Impactful External Engagement and Civic Commitment Where We Operate

The updated strategy and strategic aims were approved by the NCG Corporation in November 2024 and the KPIs are measured and refreshed on an annual basis.

Each NCG college has its own college strategy which aligns to local skills needs and the NCG Strategy. As with the NCG strategy the college strategies have reviewed their college strategy, and were in place for the start of the 2025/26 academic year.

There is also a statement of local curriculum intent. The curriculum intent is reviewed, to ensure it remains relevant in its efficacy (self-assessment). Our local curriculum intent is tested routinely with college boards and other local stakeholders and periodically through Ofsted Inspection.

OUR CURRICULUM STRATEGY IS SHAPED BY FOUR KEY DRIVERS:

1 Our Strategic Mission and Vision

2 National and regional economic context

3 Emerging government national and regional policy ambition

4 Local skills requirements and stakeholder needs

NCG STRATEGY TO 2030

THE COMMUNITY NCG SERVES

Our colleges are each located in their own distinctive geography and serve a specific local demographic:

Carlisle College – the single FE college in Cumbria's only city, works closely with the other 3 Cumbrian colleges to ensure a coherent FE offering for that area.

Kidderminster College – serves the Wyre Forest area of Worcestershire to the West of Birmingham, reaching into the fringes of the Black Country.

Lewisham College – sits at the heart of the vibrant SE London Borough with its campus on Lewisham Way. It is a community-focussed college with a large adult and ESOL provision.

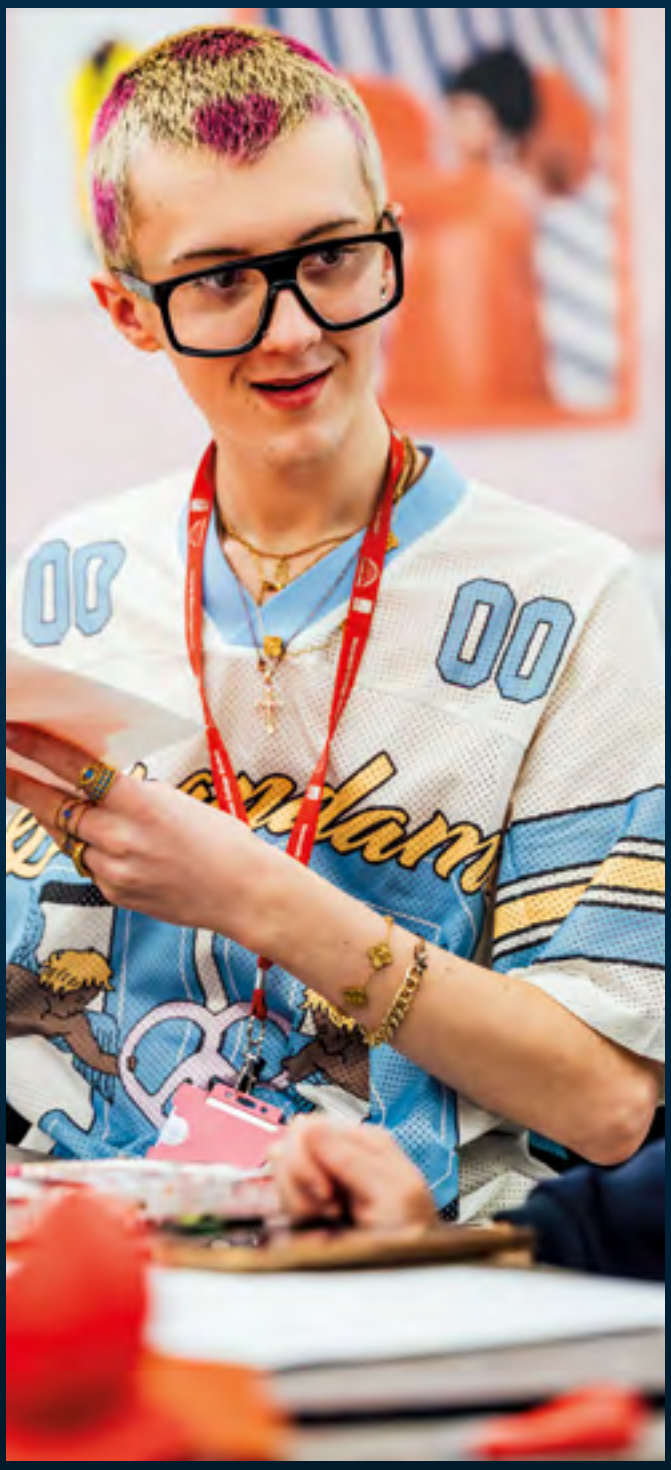
Newcastle College – serves the city of Newcastle upon Tyne and the broader North East Mayoral Combined Authority. Covering the 7 local councils, due to its scale it offers sector-specialist vocational and technical education across the wider NE region and beyond.

Newcastle Sixth Form College – is a specialist, high-quality and inclusive provider of A Levels to the city of Newcastle upon Tyne and surrounding areas.

Southwark College – located on The Cut close to Waterloo Station, serves the diverse borough of Southwark, with a growing focus on the working population that travels to the borough each day.

West Lancashire College – located in the town of Skelmersdale, serves a broad population spread from the fringes of Greater Manchester to the outskirts of Liverpool. The college is also the base for our national online learning offer.

Each college is positioned as an anchor institution within their community and also is actively engaged with local stakeholders. This includes the Employer Representative Bodies (ERBs) within the area to inform and then deliver the local LSIPs. The specific demographics and local geographies are set out in each college's local document.



PROCESS FOLLOWED BY NCG TO MEET STATUTORY REQUIREMENTS

As a national group of colleges, NCG has a process to meet this statutory requirement which maximises the local knowledge and expertise of its local governance arrangements and the wider stakeholder groups to review their college's provision in relation to accountability statement aims / targets as well as its Local Needs Duty.

NCG has successfully introduced and operated a place-based model of governance for a number of years. This is achieved through the College Boards which are focused on local skills and fulfil an Advisory, Advocacy and Assurance role. Place-based governance is a collaborative, stakeholder model of governance in which the NCG Corporation Board, its committees and local college boards, work together within clearly defined parameters to ensure that decision-making is informed by the needs of all our key stakeholder communities. In developing the Accountability Statement for NCG, the following process was followed by all seven colleges:

- Each college produced a draft Accountability Statement based on its own research and consultation relevant to its local area. For 2026/27 this includes a review that the college is satisfying the Local Needs Duty, now and for the next three years.
- Key to developing the statement is direct engagement with larger employers, Employer Representative Bodies (ERBs) and those responsible for producing the LSIPs.
- The draft Accountability Statement is discussed locally under the governance arrangements and is also taken to a broad range of stakeholders for consultation and input including employers, other education providers and civic bodies and community groups.
- The stakeholders are also consulted with on the extent to which the college offer meets the local skills needs and national priorities.
- The college accountability statement is modified as a result of the feedback from the consultation process.
- A statement on the colleges success in meeting the local skills and national priorities is agreed and identifies how this could be further improved.
- A final version is agreed with NCG Executive and checked for alignment to the NCG strategic priorities and satisfying the Local Needs Duty.
- The final version of the College Accountability Statements is incorporated into the NCG Accountability Statement.
- This NCG Accountability Statement is reflective of the skills needs across NCG's scope of operation and has been developed and robustly challenged through a comprehensive consultation process including community representatives, employers, civic bodies and other education providers.
- The NCG Accountability Statement including the statement on how well NCG meets the local skills needs and national priorities, Local Needs Duty, is presented to the NCG Corporation for approval.

NATIONAL POLICY OVERVIEW

The key policy focus for 2026/27 and beyond for NCG will be to continue the implementation of the Further Education curriculum reforms for Post-16 Education, alongside responding to the national skills priorities. We will:

- Ensure the curriculum offer meets local and national skills needs as identified in LSIPs, now and Local Growth and Industrial Strategies in the future.
- Prioritise national strategic objectives of the SEND reform.
- Contribute to addressing the increasing number of NEETS.
- Contribute to and implement the curriculum reform.

The overarching NCG approach to national priorities is identified in in the Strategic Aims of each of the colleges.



NCG CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

The key policy focus for 2026/27 and beyond for NCG will be to continue the implementation of the FE White Paper – 'Skills for Jobs', particularly the changes enacted through the Skills and Post-16 Education Act 2022, alongside responding to the qualification and Higher Education reform.

Across its 7 colleges, NCG will address all the National Skills Priorities shown below:

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

The focus on national skills priorities will include:

- Ensuring the local curriculum offer meets the local and national skills needs as identified in LSIPs, Local Growth or Industrial Strategies, now and in the future.
- Contributing to and responding to, curriculum and funding reforms.
- Develop Higher Technical Skills.



NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES

NCG Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
Aim/Objective 0.1: Prioritise national strategic objectives of the SEND reform and use of IMF.	Across NCG we will: ▪ Improve outcomes and opportunities for learners with SEND through high-quality inclusive provision. ▪ Develop a confident and capable workforce equipped to deliver SEND reform successfully. ▪ Demonstrate effective stewardship of the IMF through measurable impact on learner outcomes. ▪ Ensure a consistent and equitable learner experience across all NCG colleges and curriculum areas.
Aim/Objective 0.2: Support more young people to progress into education, employment and training.	Across NCG we will: ▪ Implement the revised NCG Tutorial Framework in all colleges by July 2027. ▪ Deliver an integrated tutorial, careers and enrichment offer aligned to Gatsby and the DfE Enrichment Framework, improving learner participation and progression.

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NCG ACCOUNTABILITY STATEMENT OVERARCHING AIMS AND OBJECTIVES

NCG Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
Aim/Objective 0.3: Lead the implementation of curriculum reform and qualification change.	Across NCG we will: ▪ Implement Strategic Transition Plans in all colleges to deliver qualification reform from 2027/28. ▪ Introduce new T-Level, V Level and Level 2 qualifications in line with national reforms. ▪ Strengthen English and maths provision through the implementation of new Level 1 qualifications and the refreshed NCG English and maths strategy. ▪ Align curriculum reform with local, regional and national skills priorities.

Due to the geographically dispersed nature of NCG as a college group, each of our colleges has undertaken its own local review to identify how well it is meeting the local needs. This is a place-based review engaging with and responding to feedback from local stakeholders. This has enabled the specific challenges and needs of the local area to be identified and reported on to NCG Corporation and included in the NCG Accountability Statement.

The colleges response has been agreed by their College Board Chair and addressed the following headings:

- The College Purpose
- Context and Place
- Engagement with key stakeholders and providers
- Strategic aims and targets
- Links to supporting documentation
- Local needs duty statement

The College statements can be found below:

- Carlisle College
- Kidderminster College
- Lewisham College
- Newcastle College
- Newcastle Sixth Form College
- Southwark College
- West Lancashire College

INCLUSIVE MAINSTREAM FUNDING

NCG has taken a strategic approach to the implementation of Inclusive Mainstream Fund (IMF). We are committed to ensuring that all learners can access an ambitious curriculum through high expectations, effective teaching and timely, proportionate adjustments within mainstream provision. We will use the IMF as a strategic lever to strengthen inclusive practice across curriculum areas, improving consistency, reducing barriers to learning, and increasing learner independence through earlier intervention and better curriculum and assessment design.

We are not using IMF as a substitute for strong teaching, nor as a reactive "top up" for individual need. Instead, we will target the fund to build sustainable capacity: developing staff capability, enhancing curriculum accessibility, strengthening early identification and the graduated response, and embedding shared accountability for inclusion within curriculum leadership. Our allocation decisions will be evidence-led, aligned to learner need and operational priorities, and reviewed termly to ensure impact and value for money.

We will evaluate the effectiveness of IMF investment against agreed measures, including: learner progress, attendance, retention and achievement; timeliness and appropriateness of support; quality of teaching and learning evidence; patterns in referrals and escalations (where appropriate); and learner and staff feedback on accessibility and confidence.

Our termly review will test whether investment is strengthening mainstream capacity and improving learner experience and outcomes, and we will use the evidence to inform continuous improvement and next steps.

We will monitor those delivering IMF supported improvements as part of our wider quality and performance cycle based on 5 key strategic objectives.

1. Strengthen curriculum embedded inclusive practice.
2. Build staff capability and confidence.
3. Improve learner experience, independence and engagement.
4. Ensure clear accountability and value for money.
5. Strengthen consistency across curriculum areas.



NCG LOCAL NEEDS DUTY

NCG is meeting its local needs duty in its area of operation across the country as well as supporting the national skills priorities. This has been assessed for up to three years from 2026/27.

NCG provides a framework through its executive and its governance arrangements that enable the Corporation to satisfy itself that it is meeting the local needs duty.

Each college has demonstrated that it is meeting the current and future local skills needs in its geographical area as well as contributing to the wider skills needs of the region as well as contributing towards the national priorities. This is confirmed by the College Boards who have specific knowledge of the local skills needs and opportunities.

NCG has reviewed and refreshed its governance arrangements to provide better advice and oversight in developing a skilled workforce. Local college board members are drawn from the four key Ofsted stakeholder groups (employers, educators, civic and community) and have knowledge of the local skills demands and challenges.

NCG has set its three high level aims that are aligned to the broader activity of NCG and cut across all our colleges to enable them to meet national priorities. These are supported by more specific, local objectives that are identified, developed and agreed at college level. Together the two sets of objectives provide comprehensive targets for NCG.

To complement the local arrangements, NCG has worked to develop regional and national partnerships to provide input into our curriculum offer and planning. Whereas the employer stakeholders have direct input to the local curriculum offer in the college, the national relationships tend to be with sector based ERB and other education providers to provide broader objectives. This includes implementing curriculum reform and planning with national partners as well as more locally with regional Universities. The employer relationships are with organisations such as Chamber of Commerce and CBI.

We recognise the need for continuous improvement, as addressing the skills needs will require a process of reflection and adjustment to meet the changing demands of the external environment. Significant progress has been made against the previous year's aims/objectives and new challenges are emerging.

Where NCG does not offer the full range of education and training required we work with and support other providers to meet the local needs.

Although NCG is involved in a great number of partnerships at local and national level, we recognise that we need to continue to build on this success to provide a comprehensive approach to meeting the skills needs.



NCG CORPORATION/ GOVERNING BODY STATEMENT

On behalf of the NCG corporation, it is hereby confirmed that the NCG plan as set out above and in the individual college accountability statements, reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 8 July 2026.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed on the NCG website: www.ncgrp.co.uk

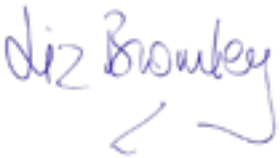
Chair of Governors

John Widdowson



Chief Executive and Accounting Officer

Liz Bromley



NEWCASTLE SIXTH FORM COLLEGE ACCOUNTABILITY STATEMENT 2026-27



NEWCASTLE SIXTH FORM COLLEGE **OUR PURPOSE**

Newcastle Sixth Form College's purpose is to enable social mobility and economic prosperity through exceptional education with a curriculum that is academic, inclusive, aspirational, and adds value. Our vision is to be the best provider in the North East at enabling students to fulfil their potential. We will ensure that students thrive during their time at the college, make exceptional progress and go on to ambitious destinations, so that they feel they could not have made a better choice for A Level study. NSFC's Strategy to 2030 has been structured in line with NCG's Strategic Pillars and has five strategic objectives:

Exceptional teaching, learner experience and outcomes

We will provide an exceptional learner experience through high-quality teaching and learning, with excellent wrap around support that adds value and prepares students to make progress in the top 25% nationally in their A Levels, including for students from disadvantaged backgrounds.

We will increase our full-time 16–19 student numbers by 3% annually, expanding the number of students completing A Levels including STEM, to grow to 1500 learners by 2030. This will mean that more students benefit from our exceptional teaching and learning, and culture of high expectations.

Innovative, relevant courses and qualifications

We will provide an aspirational curriculum that enriches and develops the wider skills students need for their next steps, so that progression to university and other ambitious destinations is sector leading, including for students from widening participation backgrounds. This includes a comprehensive A Level offer that embeds the NCG guarantee to enable positive progression, and a small access programme which provides opportunities to progress to A Level to those with potential but who did not achieve their full potential at Key Stage 4.

Ambitious and responsible educators and leaders

We will put our people first by investing in their commitment to the students by providing high-quality professional development opportunities that meet colleague's needs and interests throughout their career. This will include a comprehensive programme and coaching for early careers teachers, and bespoke support for unqualified graduates to help develop the next generation of excellent A Level teachers and support staff.

Financial sustainability and powering reinvestment

We will maintain financial viability to support long-term growth, ensuring we continue to have the resources to provide a comprehensive academic A Level offer and enrichment for students from diverse backgrounds across Newcastle and the North East.

Impactful external engagement and civic commitment

We will work across the sixth form, the NCG 'family of colleges' and across the wider sector to identify and share best practice, becoming the nationally recognised experts in inclusive academic education.

We will ensure our local board is representative of our college and local community and the experience of members aligns with the ambitions of our students, with representation from employers and universities, and the local and civic community. We will further develop strong relationships with local and national universities, and employers to ensure that staff and students have a clear understanding of the opportunities in the economy.



NEWCASTLE SIXTH FORM COLLEGE **CONTEXT AND PLACE**

Newcastle Sixth Form College is the largest provider of A Levels in Newcastle and the only dedicated Sixth Form College in the city. Students join from over 100 schools, travelling from as far north as Berwick upon Tweed to join a welcoming and inclusive college that acts as a bridge to their next steps. Students succeed in an environment of safety where they can be themselves.

The College has a track record of success with student progress above the national average and exceptional progression to higher education. In 2025 students at Newcastle Sixth Form College were 13% more likely to progress to university based on prior attainment than students nationally (SFCA, 2025).

Newcastle is in an area of significant social deprivation. The city is amongst the 10% most deprived in the country, and unemployment has risen to 5.3% (ONS, 2024). 17% of 16–24-year-olds in the North East are not in education, employment or training, which is the highest nationally (DfE, 2024). School GCSE performance in Newcastle is significantly below the national average with only 43.9% achieving Maths and English at Grade 5 (DfE, 2025), and a progress 8 score of -0.28 (DfE, 2024). Additionally, the North East has one of the lowest rates of University progression nationally. In 2024, 29% of students accepted UCAS offers in the North East compared to 51% in London (UCAS, 2024). In 2025, 56% of the year 13 cohort at NSFC were from POLAR one and two postcodes, the areas with the lowest progression to University nationally (SFCA, 2025).

However, Newcastle is also an exciting and well-connected city and LMI suggests job opportunities are set to increase with an additional 61,300 jobs (UCAS, 2025). The proportion of professional occupations is comparatively high at 33% (NOMIS, 2024). The North East Local Skills Improvement Plan also identifies a ‘graduate brain drain’ from the region, and a need for more talented students to stay in the region. It also emphasises the development of professional behaviours and workforce resilience such as time management, digital, literacy and numeracy, adaptability, and aspirational vocational careers knowledge. Furthermore, it highlights the need to build an inclusive workforce including for underrepresented groups, for example women in engineering. Newcastle Sixth Form College therefore has a vital role in removing barriers for young people in the North East to allow them to fulfil their potential in the region and beyond.



NEWCASTLE SIXTH FORM COLLEGE **ENGAGEMENT WITH KEY STAKEHOLDERS AND PROVIDERS**

This plan has been developed with the Newcastle Sixth Form College Local Board which includes representatives from local employers, schools, universities, as well as civic and local organisations.

In developing this plan, the college has drawn upon its existing relationships with other stakeholders locally and nationally. This includes the Northern Sixth Form Colleges group and also the Sixth Form College Association. Given the key role of Newcastle Sixth Form College in preparing students to progress to university, the accountability plan was developed with reference to the closest universities, such as Northumbria University, where the largest group of students progress to.

In developing the 'Strategy to 2030' and meeting the accountability and skills agenda the college has also worked with employers such as Oliver Wyman, other Further Education and Sixth Form Colleges, and the North East Combined Authority.

The college also works collaboratively with representatives from local providers including Jarrow School and Northumberland Church of England Academy Trust to ensure it is successfully building upon the skills being developed in primary and secondary education.



NEWCASTLE SIXTH FORM COLLEGE **ADDRESSING NATIONAL, REGIONAL AND LOCAL PRIORITIES**

NEWCASTLE SIXTH FORM COLLEGE – STRATEGIC AIMS AND TARGETS

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 1: Exceptional teaching, learner experience and outcome **National skills priorities supported** ▪ Creative industries ▪ Digital and technologies ▪ Health ▪ Life Sciences **Rationale** By August 2027, effective outreach to local schools and engagement with employers and universities will mean that students numbers will be increasing by 3% per year, including for students from widening participation backgrounds, including in STEM subjects. and supporting productivity and innovation.	**Targets** 1. Introduce a NSFC STEM summer school for students in Years 9-11 in local schools to encourage progression onto A Level STEM courses and onto university study and careers including in life sciences and pharmaceuticals. Target attendance for students from widening participation backgrounds. 2. NSFC will develop a range of outreach activity, targeting a minimum of six local schools to offer bespoke programmes of support for creative arts and STEM subjects, including group visits to the college, attendance at in school careers events, and also offering a process for mock interviews

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NEWCASTLE SIXTH FORM COLLEGE – STRATEGIC AIMS AND TARGETS

College Accountability Aims and Objectives	Contribution towards addressing National, Regional and Local Priorities for Learning and Skills
Aim 2: Innovative, relevant courses and qualifications **National skills priorities supported** ▪ Digital and technologies ▪ Life Sciences ▪ Health **Rationale** By August 2027, the curriculum will be further developed to support positive progression from underrepresented groups, specifically those from Polar 1 and 2 areas and students in receipt of Free College Meals in the North East, including in STEM subjects.	**Targets** 1. Introduce a new STEM pathway for students who narrowly miss the entry requirements for Science A Levels. This will include a Level 3 Applied Science Applied Academic Qualification alongside two other A Levels to allow progression to Level 4 or higher STEM courses and careers for example in life sciences and health. Develop clear progression routes to local universities and also Newcastle College University Centre. 2. All subject areas will deepen existing employer and university links to inform curriculum planning and skills development, with a focus on 'studentship' including communication skills. Intensive IAG across the curriculum including earlier use of LMI in induction will result in strong 'widening participation' group progression to university with students from Polar 1 and 2 areas 15% more likely to progress to university based on starting points, including in STEM subjects.
Aim 3: Ambitious and responsible educators and leaders **Local skills priorities supported** ▪ Promotion of hub and spoke model for collaboration between sector specific stakeholders **Rationale** By August 2027, NSFC will have well embedded professional development programmes, effectively developing the next generation of excellent A Level teachers and support staff.	**Targets** 1. High engagement with the well-established Early Careers Framework will ensure that newly qualified teachers are developed and retained across their first two years of teaching. National Professional Qualifications, and NCG Leadership Hub, as well as NSFC Leadership Programme will ensure that these teachers are retained and continue to progress after the completion of ECT. 2. Best practice from within NSFC around excellent teaching and learning, and the development of teachers, will continue to be shared within NCG through Communities of Practice, and externally by hosting at least two sixth form provider visits annually, presenting at local and national conferences, and through the Sixth Form College Association Quality and Curriculum panel. 3. Fully implement the programme for teachers to stay professionally up to date through links to external universities, schools, employers, and civic institutions. Ensure >90% of colleagues have used a nonteaching 'immersion' day since September 2025.

NEWCASTLE SIXTH FORM COLLEGE **LINKS TO SUPPORTING DOCUMENTS**

DfE Statistics NEET and Participation

Official Census and Labour Market Statistics – NOMIS

North East Local Skills Improvement Plan Progress Report – North East Automotive Alliance

Local Growth Plan – North East Combined Authority

NSFC Strategy to 2030 – Newcastle Sixth Form College

Explore Local Statistics – Office for National Statistics

Universities and Social Mobility – Sutton Trust

Council and Committees – Sixth Form College Association

UCAS Figures – UCAS

NEWCASTLE SIXTH FORM COLLEGE **LOCAL NEEDS DUTY STATEMENT**

Newcastle Sixth Form College meets its current and future local needs duty. We deliver on the NCG mission through a curriculum that is academic, inclusive, aspirational and adds value. We are focussed on, and committed to ensuring that learners have the skills needed for successful progression on to university, the workplace or training programmes in the North East or elsewhere.

We work closely with educational partners, employers, and civic partners locally and nationally to ensure our curriculum is reviewed and developed, for example to support students from widening participation backgrounds to progress to university, including in STEM subjects. For example, feedback from university stakeholders led to practical experiments being adapted in A Level Biology to more closely match the skills required for higher-level study. We recognise that there is more work to do, and we will continue to link with partners to ensure we promote alternative progression pathways, particularly around areas of regional shortage including healthcare.

This will include developing more subject-level partnerships with local universities to promote skills development and progression and linking to a wider range of civic organisations to develop collaborative enrichment projects.



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