

**Agenda Item:**  
*(Clerk to Insert)*

<b>Meeting</b>	Full Corporation
<b>Date of Meeting</b>	8 <sup>th</sup> July 2026
<b>Title of Report</b>	Accountability Statement
<b>Author(s)</b>	<i>Jill Errington (Skills Senior Leader), S Merrills (Principal)</i>

<b>Purpose of Paper</b>	For Information	Y
	For Comment/Discussion	Y
	For Approval	Y

**Executive Summary:**

This document shows that:

- The College is making a significant contribution to Greater Manchester's skills agenda.
- The curriculum is strategically aligned to local, regional and national priorities.
- Student outcomes remain exceptionally strong.
- The College is establishing itself as a regional leader in digital innovation.
- Clear, measurable objectives have been established for 2026–2027.
- The Governing Body has fulfilled its statutory Local Needs Duty.

<b>Associated Key Risks</b> (as identified in the College's Risk Register)	<b>Risk No.</b>	<b>Risk</b>
<i>If a new risk is identified, confirm that this risk has been added to the risk register.</i>	R001	External National and Local Government Policy could adversely impact on college strategies
	R012	Failure to maximise student achievement and progression
	R014	Failure to provide a curriculum that is relevant to our locality and enables meaningful progression

<b>Link to Strategic Development Plan</b>	<b>Objective No(s).</b>	1,2,3,4,5,6
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# **ANNUAL ACCOUNTABILITY STATEMENT**

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**The Sixth Form Bolton**

**2026/2027 Academic Year**



**EXCELLENCE  
IN EVERYTHING**

## Executive Summary

The Sixth Form Bolton is one of the country's largest specialist sixth form colleges, providing high-quality Level 3 academic, technical and applied education for approximately 1,850 young people across Bolton and Greater Manchester. Serving one of England's most socio-economically diverse communities, the College is committed to transforming lives through educational excellence whilst making a significant contribution to local, regional and national economic growth.

As a specialist sixth form college, our principal contribution to the skills system is through developing highly educated, digitally capable and professionally skilled young people who progress successfully into higher education, higher apprenticeships and skilled employment within Greater Manchester's priority growth sectors. Our curriculum is designed not only to meet learner aspirations but also to respond proactively to employer demand, labour market intelligence and the priorities identified within the Greater Manchester Local Skills Improvement Plan (LSIP), Skills England and the Government's National Skills Priorities.

This Accountability Statement has been developed through extensive engagement with employers, universities, the Greater Manchester Combined Authority, Bolton Council, strategic partners, governors, learners and staff. It reflects the College's statutory Local Needs Duty and demonstrates how our curriculum, partnerships and strategic priorities contribute towards developing the future workforce required by the regional and national economy.

### Our Strategic Priorities for 2026–2027

During 2026–2027 the College will focus on seven strategic priorities.

**1. Increase progression into higher education, higher apprenticeships and skilled employment**, with a target of increasing higher education progression from 73% to 75%, whilst maintaining exceptionally high levels of positive destinations for all learners.

**2. Strengthen progression into highly competitive universities and professional pathways**, increasing opportunities for learners to access Russell Group universities, degree apprenticeships and careers within priority employment sectors.

**3. Develop sector-leading digital capability and Artificial Intelligence literacy** through our Apple Regional Training Centre, AI in Education Certified Framework (Explorer Award), and a whole-college approach to responsible and effective use of emerging technologies.

**4. Further embed the B Skilled programme**, ensuring every learner develops the employability skills, professional behaviours and workplace awareness required for future success.

**5. Maintain a responsive and ambitious curriculum**, introducing new Advanced Alternative Qualifications in Medical Science, Mental Health and Wellbeing, Computing: Application Development, Cyber Security and Networks, and IT Data Analytics, whilst continuing to review future curriculum developments in response to employer demand and labour market intelligence.

**6. Strengthen employer engagement**, ensuring every learner benefits from meaningful employer interaction through live briefs, workplace experiences, industry partnerships and guest speakers.

**7. Develop essential employability and transferable skills**, embedding the Skills Builder Framework, digital capability, leadership and communication skills across all curriculum areas.

### **Strategic Contribution**

The College contributes directly to the development of Greater Manchester's future workforce by preparing learners for progression into priority sectors including:

- Digital and Technologies
- Financial and Professional Services
- Health and Life Sciences
- Advanced Manufacturing
- Engineering
- Education and Early Years
- Creative Industries
- Construction and the Green Economy

Rather than providing occupational training alone, the College develops the academic knowledge, technical understanding, digital capability and transferable skills that enable learners to progress successfully into higher-level education and skilled employment.

### **Leading Digital Innovation**

Digital innovation forms a central element of the College's strategic vision.

Recognition as an Apple Regional Training Centre and achievement of the AI in Education Certified Framework – Explorer Award demonstrate our commitment to preparing learners and staff for an increasingly digital economy. Through these initiatives the College is embedding Artificial Intelligence literacy, digital confidence and innovative teaching practices whilst supporting schools and colleges across Greater Manchester through regional professional development.

### **Measuring Success**

Progress against this Accountability Statement will be monitored throughout the academic year using clear performance indicators including:

<b>Strategic Measure</b>	<b>2025 Baseline</b>	<b>2026–2027 Target</b>
Higher Education Progression	73%	73%
Positive Destinations	97%+	Maintain above 98%
Learners completing AI Literacy	Emerging	100%
Employer Live Brief Participation	Established	100%
Skills Builder Participation	Emerging	100%
Staff engaged in Apple/AI Professional Learning	Established	90%
Russell Group / Competitive University Progression	Current	Increase annually

The Governing Body will review progress against these priorities throughout the academic year, ensuring that the College continues to respond effectively to local, regional and national skills needs whilst delivering outstanding educational outcomes for all learners.

Through educational excellence, innovation, inclusion and strong strategic partnerships, The Sixth Form Bolton will continue to develop the academic, professional and digital talent pipeline that supports the future prosperity of Bolton, Greater Manchester and the United Kingdom.

## College Mission and Purpose

### Vision

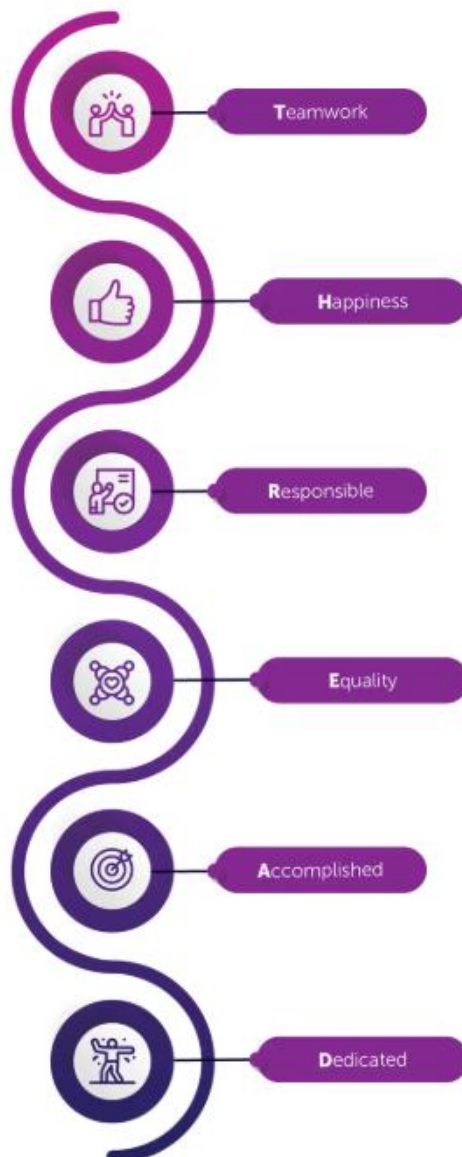
To be an outstanding Sixth Form and pursue excellence in everything we do.

### Mission

To provide educational excellence which releases potential and promotes individual achievement in an environment where diversity is valued and students and staff are led, supported, challenged and encouraged to reach for their best in everything they do.

### Our Values

Our core values are the thread that runs through every element of our Sixth Form, for both staff and students. Our values are the principles we believe in and the standards by which we operate. They are the essence of who we are and what we stand for.



## **Our Strategic Contribution**

The Sixth Form Bolton exists to transform the lives of young people through educational excellence whilst making a significant contribution to the economic prosperity of Bolton, Greater Manchester and the United Kingdom.

As one of the country's largest specialist sixth form colleges, we provide high-quality Level 3 academic, technical and applied programmes that enable learners from diverse backgrounds to progress to higher education, higher apprenticeships and skilled employment. We are proud to serve one of the most socio-economically diverse communities in England and believe that talent should never be limited by background or circumstance.

Our curriculum has been deliberately designed to support the future workforce requirements of Greater Manchester by developing learners with the knowledge, technical understanding, digital capability and personal skills required within the region's priority growth sectors. Through close collaboration with employers, universities, the Greater Manchester Combined Authority, the Greater Manchester Local Skills Improvement Plan (LSIP) and a wide range of strategic partners, we ensure that our curriculum continues to respond to changing local, regional and national priorities.

Alongside our academic excellence, we are investing significantly in digital innovation. As an Apple Regional Training Centre and an organisation recognised through the AI in Education Certified Framework, we are developing both staff and students who are confident in the responsible use of emerging technologies, artificial intelligence and digital learning. These developments position the College as a regional leader in preparing young people for the future workplace.

Our strategic ambition is not simply to prepare learners for examinations, but to develop confident, digitally capable and socially responsible young adults who are ready to contribute positively to higher education, employment and wider society.

Everything within this Accountability Statement demonstrates how the College contributes towards developing the future talent pipeline required to support the economic growth of Greater Manchester and the national skills priorities identified by Government.

**The Sixth Form's defining features and characteristics are:**

- All students are aged 16–19 and full time
- There is a strong focus on maximising student achievement, raising aspirations and ambition and on the quality of teaching and learning
- The curriculum focus is on Advanced level with a wide range of A Levels, AAQs and BTEC Diplomas on offer
- Student support and specialist support for individuals is given high priority
- Parents are engaged in the process of educating their children whenever possible
- There is a strong focus on progression to Higher Education
- Engagement in a wide range of enrichment opportunities is strongly encouraged
- The admissions policy is inclusive and seeks not to place barriers to participation, whilst recognising the demands of study at advanced level
- Student safeguarding is afforded extremely high priority

The College combines academic excellence with a strong focus on progression into higher education, higher apprenticeships and professional employment. Whilst our curriculum is predominantly academic, it has been intentionally designed to support the skills priorities identified within the Greater Manchester Local Skills Improvement Plan and the Government's National Skills Priorities by preparing learners for progression into sectors that are critical to future economic growth. Consequently, curriculum planning is informed by labour market intelligence, employer engagement, higher education partnerships and destination data alongside learner demand.

## Context and Place

The Sixth Form Bolton serves learners primarily from Bolton and the surrounding Greater Manchester area. As a specialist sixth form college our provision focuses exclusively on full-time Level 3 education for students aged 16–19, providing academic, technical and applied pathways that support progression to higher education, higher apprenticeships and skilled employment.

The College was established to provide a high-quality academic progression route for young people across Bolton. Whilst maintaining this specialist academic focus the College continually reviews and develops its curriculum to ensure it remains responsive to changing local, regional and national skills priorities, employer demand and learner aspirations.

Our curriculum complements, rather than duplicates, the wider further education offer across Greater Manchester. Local general further education colleges provide a broad range of vocational and technical provision, whilst The Sixth Form Bolton specialises in preparing learners for higher-level study and professional careers through advanced academic and applied qualifications. This complementary approach enables learners across the region to access a diverse range of progression opportunities.

Curriculum planning is informed through ongoing analysis of labour market intelligence, destination data, employer engagement, Local Skills Improvement Plan priorities, Skills England publications, university progression trends and national education policy. This ensures that learners are equipped with the knowledge, behaviours and digital capabilities required for future success.

The curriculum is planned to provide a number of routes to suit learners' needs and provide a breadth of choice. It offers a traditional academic route of 3 or 4 A levels, a mixed programme option whereby students can choose a course that blends A level and vocational subjects and a traditional vocational route of Extended Diplomas.

Whilst learner choice remains central to curriculum planning, the College balances learner demand with employer intelligence, regional labour market priorities, higher education progression requirements and national skills priorities. This ensures that learners are able to pursue ambitious progression pathways whilst contributing to the future workforce needs of Greater Manchester.

The level 3 provision enables students to consider a wide range of possible course options, something that mirrors the 20,000 typical course combinations taken up nationally. The sixth form sector and Bolton Sixth Form are therefore compelled in their intent to provide the quality and breadth of provision which serves a diverse and motivated 16 – 19 cohort and prepares them for future progression into higher education, apprenticeships or employment. Leaders regularly review curriculum provision to ensure it remains relevant, ambitious and responsive to changing economic conditions. New qualifications are introduced where there is clear evidence of learner demand, progression opportunity and alignment with local, regional and national skills priorities. Leaders recognise local and national employment needs as well as learner preference and ambition and adjust provision accordingly.

## Destination Data

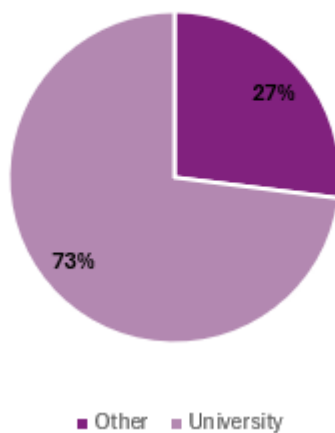
The College measures its success not simply through examination outcomes, but through the positive destinations secured by its learners. Destination data demonstrates that students progress into higher education, higher apprenticeships and employment sectors that directly support the priorities identified within the Greater Manchester Local Skills Improvement Plan and the Government's National Skills Priorities.

In 2025, 73% of learners progressed directly to higher education, representing a six percentage point increase on the previous year and demonstrating continued progress towards increasing participation in higher-level education. These learners progressed into a wide range of professional disciplines including Law, Computer Science, Engineering, Nursing, Business, Psychology and Accounting, all of which contribute to regional and national workforce priorities.

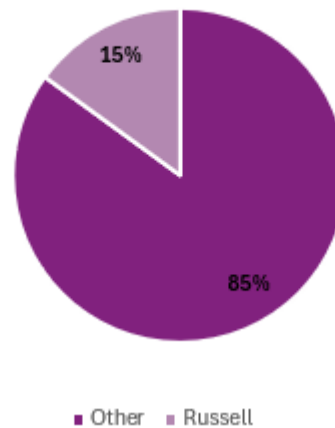
The College also continues to demonstrate its commitment to inclusion and social mobility. 100% of learners with Education, Health and Care Plans secured positive destinations, with the majority progressing to higher education. This reflects the College's ambition to ensure that every learner, irrespective of background or additional need, is able to access ambitious progression opportunities.

Destination outcomes are reviewed annually and directly inform curriculum planning, employer engagement and future programme development, ensuring that the College continues to respond effectively to changing labour market requirements.

Number of B6 Students Progressing to HE



Percentage of Students attending Russell Group Universities



## Destinations 2025

HE	73%
In paid employment for 16 hours or more per week	5%
Apprenticeship	3%
In paid employment for less than 16 hours per week	0.4%
Not in paid employment, looking for work and available to start work	1%
Gap year before starting HE	13%
Other FE (Part-time) - including Community Learning provision	0.1%
Self-Employed	0.1%
Unknown	3%
Other outcome - not listed, (including 'NEET unavailable for work')	0.5%

## Most Popular HE courses 2025

Course	No of Students	LSIP Priority	National Priority
Law	64	Finance and Professional	Professional and Business
Computer Science	58	Digital and Technology	Digital and Technology
Accounting/Finance	41	Finance and Professional	Professional and Business Financial Services
Nursing & Midwifery	38	Health and Social Care	Life Sciences
Psychology	35	Health and Social Care	Life Sciences
Business	32	Finance and Professional	Professional and Business Financial Services
Engineering	26	Manufacturing and Engineering Construction and Green Economy	Advanced Manufacturing Defence
Sports Science	20	Health and Social Care	Life Sciences
Radiography	19	Health and Social Care	Life Sciences
Primary Education	18	Education and Early Years	Professional and Business Life Sciences

## Apprenticeships 2025

Sector	No of Students	LSIP Priority	National Priority
Business	3	Finance and Professional	Professional and Business Financial Services
Digital And technology	4	Digital and Technology	Digital and Technology
Education	1	Education and Early Years	Professional and Business Life Sciences
Finance and Accounting	6	Finance and Professional	Professional and Business Financial Services
Health and Medical Care	4	Health and Social Care	Life Sciences
Retail	3	Finance and Professional	Professional and Business
Trade	1	Manufacturing and Engineering Construction and Green Economy	Advanced Manufacturing Defence Professional and Business
Unknown	1		

## Employment 2025

Sector	No of Students	LSIP Priority	National Priority
Business and Management	8	Finance and Professional	Professional and Business Financial Services
Education	5	Education and Early Years	Professional and Business Life Sciences
Health and Medical Care	1	Health and Social Care	Life Sciences
Hospitality	4	Finance and Professional	Professional and Business
Information Technology	1	Digital and Technology	Digital and Technology
Legal Professions	1	Finance and Professional	Professional and Business
Marketing Advertising & PR	1	Finance and Professional	Professional and Business
Professional Policing	1	Finance and Professional	Professional and Business Defence
Property and Construction	2	Manufacturing and Engineering Construction and Green Economy	Advanced Manufacturing Professional and Business
Public Sector	2	All	All
Retail	9	Finance and Professional	Professional and Business
Transport and Logistics	4	Manufacturing and Engineering Construction and Green Economy Finance and Professional	Advanced Manufacturing Defence Professional and Business
Unknown	8		

## **Strategic Contribution**

The College's destination profile demonstrates clear alignment with both the Greater Manchester Local Skills Improvement Plan and National Skills Priorities by supplying learners into higher education courses and employment sectors including:

- Digital and Technology
- Financial and Professional Services
- Health and Life Sciences
- Advanced Manufacturing
- Engineering
- Education and Early Years
- Creative Industries

These progression routes demonstrate the College's contribution to developing the highly-skilled workforce required to support future regional economic growth.

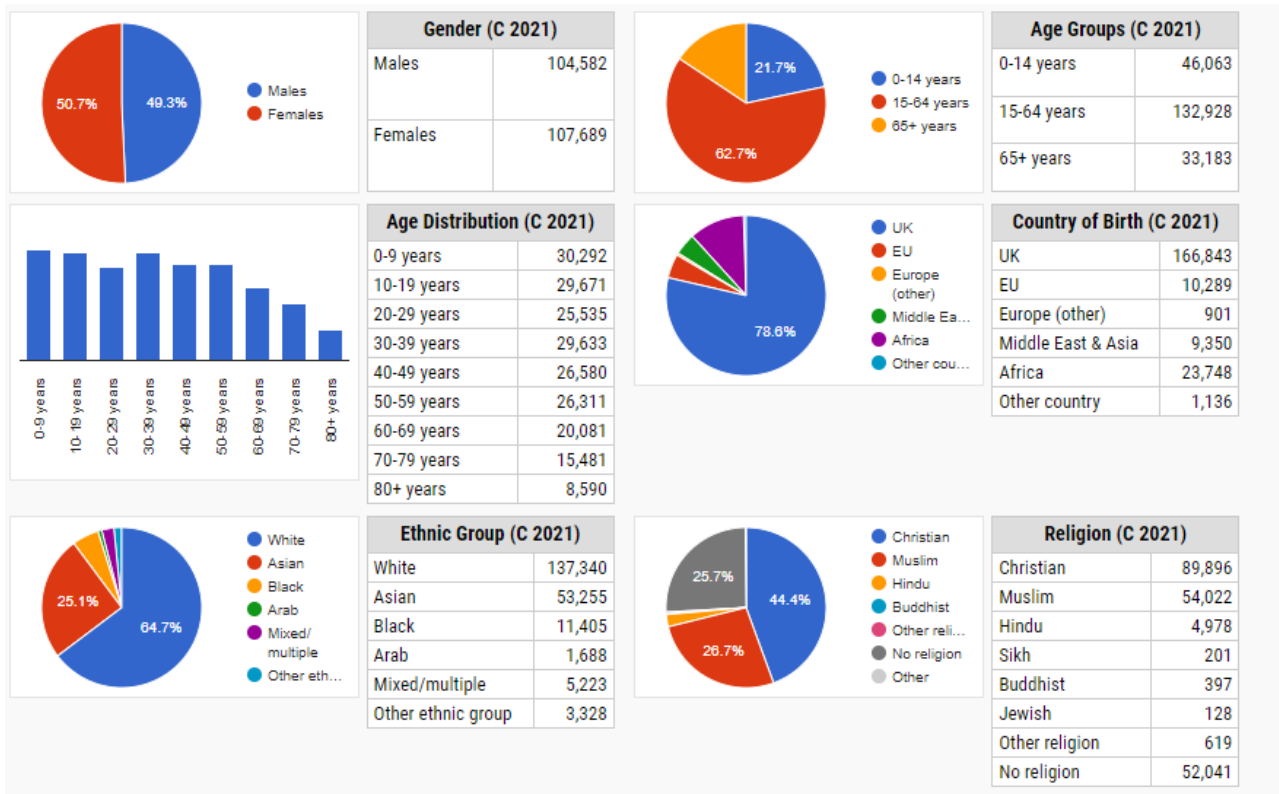
## The Community We Serve

The Sixth Form Bolton serves one of the most diverse and socio-economically challenged communities in England. The College is committed to improving social mobility by ensuring that every learner, regardless of background, has access to high-quality education, ambitious progression opportunities and the support required to achieve their potential.

Approximately 86% of learners are drawn from communities within the lower 50% of national deprivation rankings. This context significantly influences curriculum design, student support, careers education and employer engagement, ensuring that learners develop not only the academic knowledge required for progression, but also the confidence, digital capability and employability skills needed to succeed in higher education and employment.

The College recognises that developing local talent is fundamental to supporting both social mobility and regional economic growth. Consequently, widening participation, removing barriers to achievement and supporting progression into higher-level education and skilled employment remain central strategic priorities.

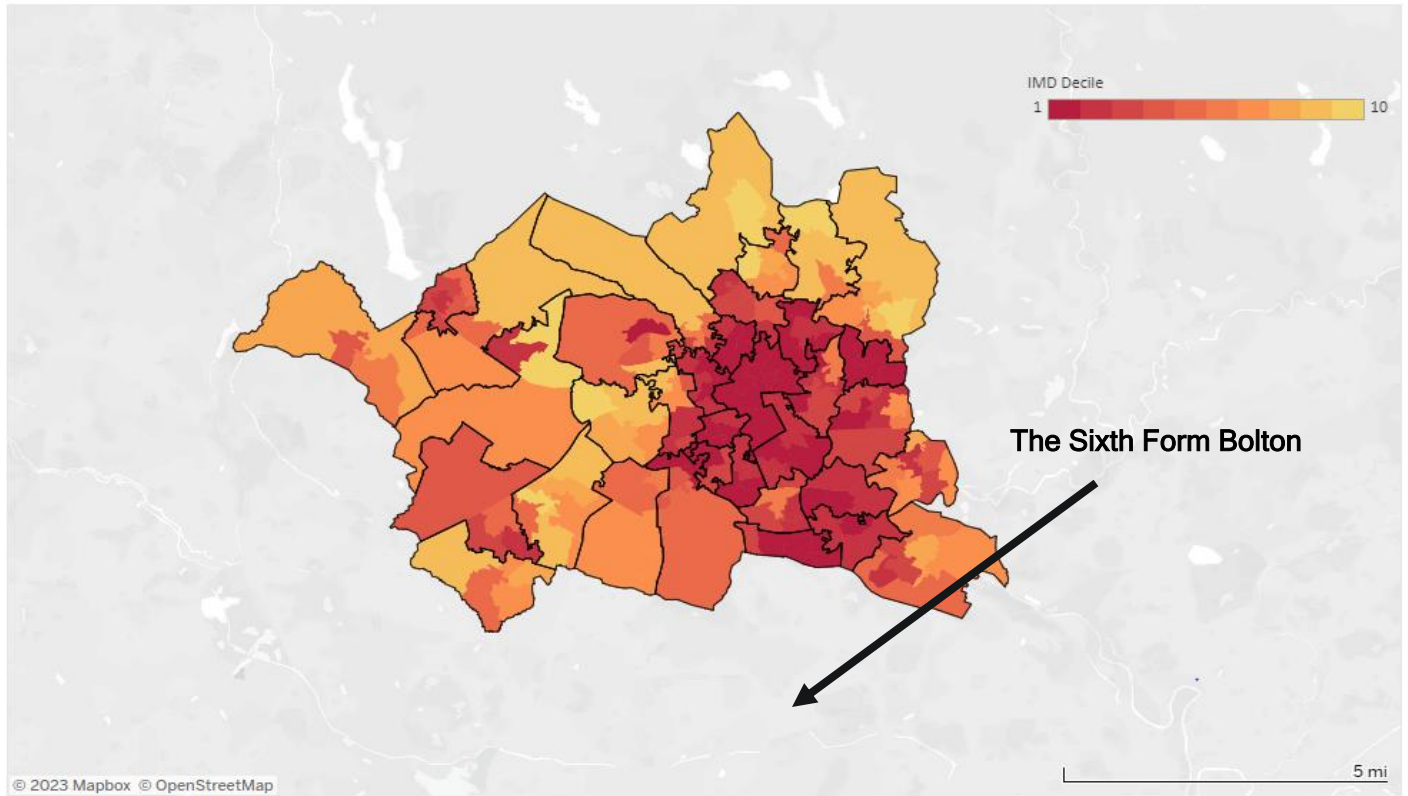
### Bolton Population Structure (2021 Census)



**IMD 2019 across LSOA's in Bolton compared to the highest levels of deprivation in England**

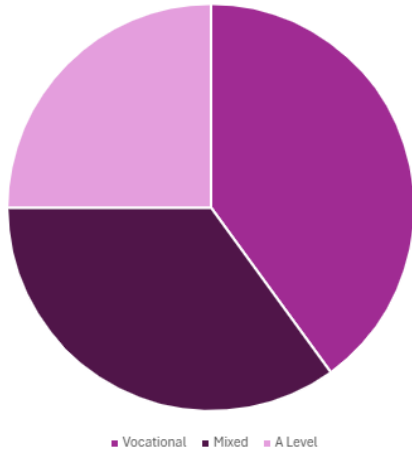
1 being most deprived

10 being least deprived

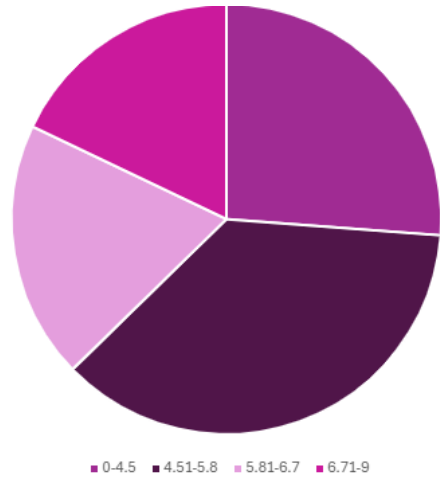


<b>College Details:</b>	
<b>College name:</b>	The Sixth Form Bolton
<b>Rurality Category:</b>	Predominantly Urban
<b>Deprivation Category:</b>	Quartile 1 - Most Deprived Colleges
<b>Region:</b>	NW

## Programme Profile of Students 2025/26

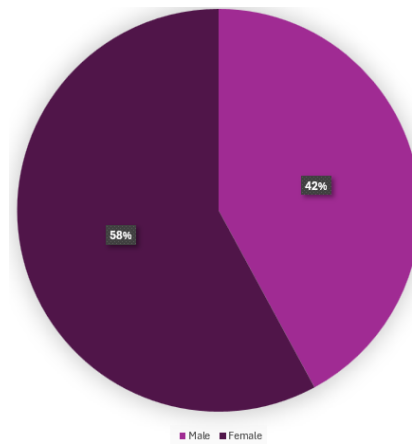


## GCSE Points on Entry Profile 2025/26

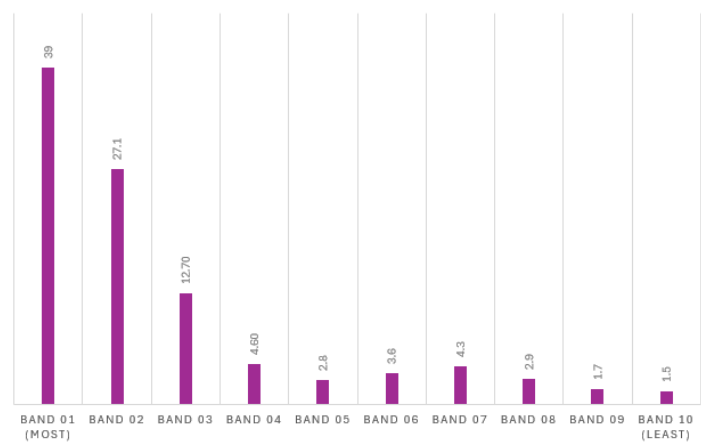


## Demographic Profile of Students 2025/26

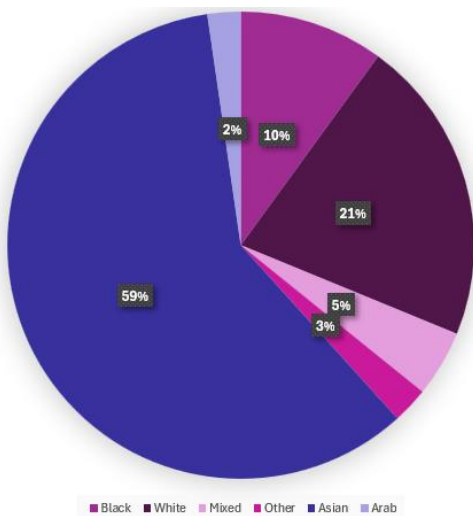
### Gender



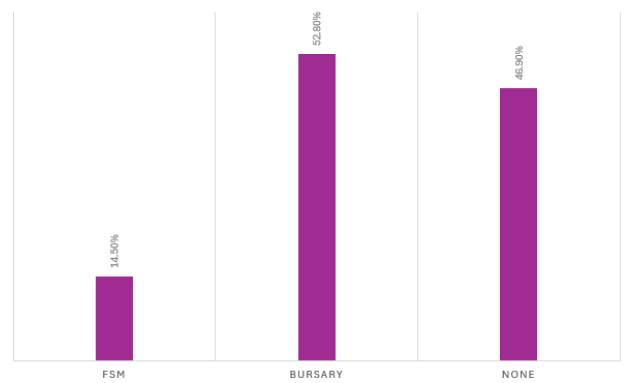
### Percentage of Students per Deprivation Band



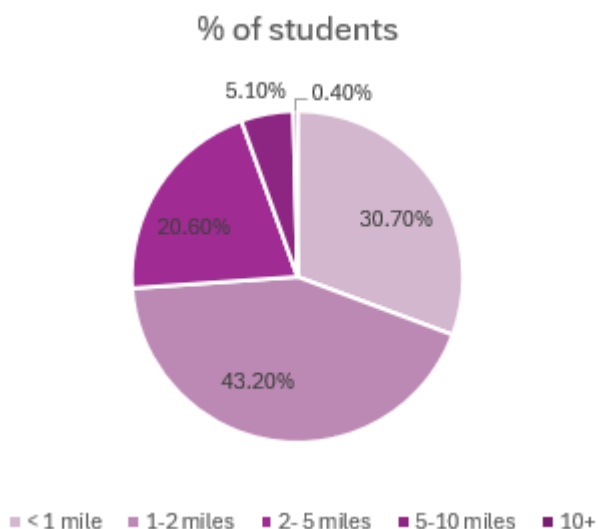
### Ethnicity



### Percentage of Students on FSM & Bursary



## Travel to learn patterns



Travel to learn patterns show that the largest proportion of students (43.2%) travel between 1–2 miles, making this the most common distance. A further 30.7% travel less than 1 mile, meaning that most students live relatively close to the college. Around 20.6% of students travel a moderate distance of 2–5 miles.

Only a small minority travel longer distances: 5.1% travel between 5–10 miles, and just 0.4% travel more than 10 miles. Overall, the chart indicates that most students commute short distances, with very few travelling far to attend the college.

## **Approach to Developing the Annual Accountability Statement**

The Sixth Form Bolton has developed this Accountability Statement through a comprehensive review of local, regional and national priorities, informed by evidence, stakeholder engagement and the College's own strategic ambitions.

Curriculum planning and organisational priorities are reviewed annually to ensure that learners continue to benefit from a high-quality educational experience whilst contributing positively to the future skills needs of Bolton, Greater Manchester and the wider UK economy.

The College recognises that, as a specialist sixth form college, its principal contribution to local and national skills priorities is through developing highly-skilled young people who progress successfully into higher education, higher apprenticeships and professional employment within priority growth sectors.

The College has therefore developed this Accountability Statement using a wide range of evidence including:

- Greater Manchester Local Skills Improvement Plan (LSIP)
- Skills England Assessment of Priority Skills (2025)
- Greater Manchester Combined Authority labour market intelligence
- Bolton Council Economic Growth Strategy
- Local Growth and Employment Plans
- Higher Education progression data
- UCAS progression trends
- College destination data
- Employer engagement feedback
- Student voice
- Governor strategic review
- National policy relating to Advanced British Standard reforms, Artificial Intelligence and Digital Skills.

This evidence is reviewed alongside the College Strategic Development Plan, Self-Assessment Report and Quality Improvement Plan to ensure that curriculum development, investment decisions and organisational priorities remain aligned.

### **Strategic Engagement**

The College has engaged extensively with strategic partners throughout the development of this Accountability Statement.

This includes ongoing collaboration with:

- Greater Manchester Combined Authority
- Bolton Council
- Team Bolton Skills, Work and Aspiration Vision Group

- Greater Manchester Careers Hub
- Greater Manchester Strategic Careers Cluster
- Careers Adviser Network
- Local universities
- Schools and colleges across Greater Manchester
- Local and national employers
- Professional organisations
- Employer Representative Bodies supporting the Greater Manchester LSIP.

These partnerships provide valuable labour market intelligence and ensure that the College remains responsive to emerging economic priorities and workforce requirements.

Rather than responding to individual skills shortages in isolation, the College seeks to develop adaptable, resilient and digitally confident young people who possess the knowledge, behaviours and transferable skills required to succeed throughout their future careers.

### **Evidence-led Curriculum Planning**

Curriculum planning is based upon four key principles.

#### **Learner Aspiration**

Ensuring learners are able to access ambitious academic and technical programmes leading to progression into higher education, apprenticeships or employment.

#### **Labour Market Intelligence**

Reviewing regional and national workforce demand to ensure that curriculum pathways continue to support future employment opportunities.

#### **Employer Engagement**

Working directly with employers and industry partners to understand evolving skills requirements and embed these within curriculum delivery.

#### **Progression Outcomes**

Analysing destination data to understand where learners progress and using this evidence to inform future curriculum planning and investment.

This evidence-based approach ensures that curriculum decisions remain responsive, sustainable and aligned to both learner aspirations and employer demand.

## **Leading Digital Innovation and Artificial Intelligence**

The Sixth Form Bolton recognises that digital capability and the effective use of Artificial Intelligence will become fundamental employability skills across every occupational sector over the coming decade.

Consequently, digital innovation is a strategic priority that extends beyond individual curriculum areas and is embedded throughout teaching, learning, assessment, staff development and organisational leadership.

In 2026 the College became an Apple Regional Training Centre, recognising its commitment to excellence in digital pedagogy and educational innovation. Through this role the College supports not only its own staff and learners, but also schools, colleges and educational partners across Greater Manchester by delivering professional development and sharing innovative approaches to teaching and learning.

This strategic role has been strengthened further through achievement of the AI in Education Certified Framework – Explorer Award, recognising the College’s commitment to embedding Artificial Intelligence responsibly and ethically within education.

Artificial Intelligence is not viewed simply as a technological development but as an essential future workforce skill. Consequently the College is developing a comprehensive AI strategy that supports:

- responsible and ethical use of Artificial Intelligence
- AI literacy for all learners
- professional development for teaching staff
- curriculum innovation
- digital assessment
- independent learning
- accessibility and inclusion
- preparation for future employment.

These developments directly support both the Greater Manchester Local Skills Improvement Plan and the Government’s National Skills Priorities by ensuring that learners develop advanced digital capability alongside subject knowledge.

Through these initiatives the College is positioning itself as a regional leader in educational technology and digital workforce development.

## **Developing the Future Digital Workforce**

Digital capability is no longer confined to computing-related careers.

Artificial Intelligence, automation, cyber security, data analysis and digital collaboration are becoming essential skills across healthcare, financial services, engineering, education, manufacturing, business, creative industries and the public sector.

Consequently every learner at The Sixth Form Bolton will benefit from structured opportunities to develop digital confidence regardless of their chosen programme of study.

The College's ambition is to ensure that every learner leaves with the digital knowledge, confidence and ethical understanding required to succeed within an increasingly technology-enabled economy.

## **Employer Engagement**

Employer engagement is central to the College's approach to curriculum planning.

Rather than consulting employers after curriculum decisions have been made, employers are actively involved in shaping programmes, identifying emerging skills needs, providing live project briefs, contributing to curriculum delivery and supporting learners' understanding of future career opportunities.

These partnerships ensure that curriculum content remains relevant, current and aligned with future workforce requirements whilst enabling learners to develop authentic experiences of the workplace throughout their programme of study.

We have also engaged with a number of stakeholders including our learners, universities and local and national employers to identify skills gaps and consult on the construct of our curriculum offer.

These employers include:

- Warburtons
- GM Fire Service
- British Army
- Aecom
- Bolton Hospice
- She Inspires
- HM Prison Service
- 88 Fitness
- GM Chamber of Commerce
- Lancaster University
- Barnardo's
- GM Police
- Bolton College
- Asda
- Microsoft
- Urban Outreach
- NW Ambulance Service
- BBC
- TalkTalk
- First Response Finance
- Chartered Institute of Building
- Beaumont Hospital
- Medology
- Intercity Technology
- Suez
- RAF
- KBL Solicitors
- Yokowaga
- MBDA
- Bolton Council
- Kepak
- Bolton Skills Executive Board
- Avove

## **Strategic Contribution to Greater Manchester**

The College's strategic partnerships enable it to contribute directly toward the delivery of the Greater Manchester Growth Strategy through:

- increasing progression into higher education
- strengthening digital capability
- supporting Artificial Intelligence readiness
- developing future professional and technical talent
- improving social mobility
- widening participation
- strengthening employer engagement
- responding to Local Skills Improvement Plan priorities
- supporting priority workforce sectors.

## **Aligning Curriculum with Skills Priorities**

As a specialist sixth form college, The Sixth Form Bolton contributes to the Local Skills Improvement Plan by preparing learners for progression into higher education, higher apprenticeships and professional careers within Greater Manchester's priority sectors.

Rather than delivering large volumes of occupational training directly, the College develops the academic knowledge, technical understanding, digital capability and employability skills that enable learners to progress successfully into higher-level study and skilled employment.



## Curriculum Mapping to GM LSIP & National Skills Priority Areas

	Direct Support	Indirect Support	Skills Developed	Typical Progression Routes	Typical Employment Sectors	National Skills Priority	
Manufacturing and Engineering	Maths	Business	Analytical thinking and problem solving	Engineering	Engineering	Advanced Manufacturing	
	Further Maths	BTEC Business	Scientific understanding of materials and systems	Manufacturing	Advanced	Defence	
	Physics	Economics	Mathematical skills essential for engineering	Engineering Degree	Manufacturing		
	Chemistry	Accounting	Automation and smart manufacturing	Apprenticeships	Defence		
	Computer Science	Graphic Design	Data-driven production systems	Physical Sciences	Clean Energy		
	Computing AAQ	Media Studies	Digital design and systems control				
	Cyber Security and Networks AAQ	Film Studies	Laboratory and technical roles skills				
	IT: Data Analytics	Photography	Materials science and testing				
	BTEC Applied Science	Art Design and Communication (UAL)	Support understanding of: Industrial processes Product development				
	Biology		Commercial application of manufacturing				
	Chemistry						
	AAQ Medical Science						
	Financial and Professional	Accounting	Maths	Financial literacy and commercial awareness	Accounting	Financial Services	Financial Services
		Business	Further Maths	Understanding of markets, regulation, and enterprise	Finance	Professional Services	Professional & Business Services
BTEC Business		English Language		Law	Legal, Business		
Economics		English Literature	Analytical and decision-making skills	Business Management			
Law		History	digital banking	Degree Apprenticeships			
BTEC Law		Politics	Data analysis in business environments				
Computer Science		Sociology	Cyber security within financial institutions				
Computing AAQ			Critical thinking and evaluation				
Cyber Security and Networks AAQ			Written communication and argument				
IT: Data Analytics			Quantitative and logical reasoning				

**Digital and Technology**

Direct Support	Indirect Support	Skills Developed	Typical Progression Routes	Typical Employment Sectors	National Skills Priority
Computer Science Computing AAQ Cyber Security and Networks AAQ IT: Data Analytics Maths and Further Maths Media Studies Film Studies Graphic Design Photography Art Design and Communication (UAL)	Business BTEC Business Economics Maths	Programming and software development Cyber security and network infrastructure Data analysis and data-driven decision making Logical reasoning and problem solving Algorithmic thinking Statistical and quantitative analysis Digital content creation User experience (UX) and design Digital media production digital enterprise, e-commerce data interpretation and modelling	Computer Science Cyber Security Software Engineering Data Science Digital Apprenticeships	Technology Financial Services Health Manufacturing Public Sector	Digital & Technologies

**Creative, Culture and Sport**

Fine Art Graphic Design Photography Textiles Drama and Theatre Film Studies Media Studies Art Design and Comm (UAL) BTEC Performing Arts BTEC Music BTEC Music Tech Physical Education BTEC Sport Science	English Language and Literature Business BTEC Business	Visual communication and design Creative problem solving Performing and production skills Performance Music production Technical roles (sound, lighting, staging) Knowledge of health, fitness, and performance Skills relevant to coaching, sports science, and wellbeing professions Communication Interpretation Content creation Enterprise in creative industries	Creative Arts Media Sport Performing Arts Design	Creative Industries Media Sport Marketing	Creative Industries
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**Construction and Green Economy**

<b>Direct Support</b>	<b>Indirect Support</b>	<b>Skills Developed</b>	<b>Typical Progression Routes</b>	<b>Typical Employment Sectors</b>	<b>National Skills Priority</b>
Maths and Further Maths Maths Physics Chemistry Applied Science Geography Biology Computer Science Computing AAQ IT: Data Analytics	Graphic Design Art Design and Communication (UAL)	Measurement, calculation, and structural understanding Materials science and sustainability Problem-solving in engineering and construction contexts Environmental systems and sustainability Climate change and resource management Energy use and environmental impact Digital design and modelling Data use in construction planning Smart infrastructure systems Design thinking Visual communication Concept development	Architecture Environmental Science Civil Engineering Geography	Construction Green Economy Infrastructure	Clean Energy Industries Construction

**Education and Early Years**

Education and Early Years T Level Early Childhood Development AAQ	Health and Social Care BTEC Health and Social Care Psychology BTEC Psychology Mental Health and Wellbeing English Language and English Literature Maths Biology Sociology Criminology Physical Education / BTEC Sport Science Creative subjects (e.g. Drama, Art)	Practical understanding of child development Experience of educational settings Knowledge of safeguarding and professional practice Understanding of child and adolescent development Awareness of wellbeing and mental health Knowledge of care and support needs Communication and literacy development Numeracy skills essential for primary education Understanding of human development and learning Understanding of social context and behaviour Engagement strategies for young people Enrichment skills relevant to education settings	Teaching Early Years Psychology Social Sciences	Education Early Years Public Services	Professional & Business Services Life Sciences
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Direct Support	Indirect Support	Skills Developed	Typical Progression Routes	Typical Employment Sectors	National Skills Priority
BTEC Health and Social Care Applied Science Medical Science Biology Chemistry Applied Science Physical Education BTEC Sport Science		Understanding of health systems and care provision Knowledge of human biology and disease Practical skills relevant to care environments Awareness of mental health issues Understanding of behaviour and development Skills in supporting individuals' wellbeing Understanding of human anatomy and physiology Scientific investigation skills Knowledge required for progression into nursing, healthcare, and medical-related courses Interpersonal and communication skills Understanding of diverse communities Promotion of healthy lifestyles	Nursing Medicine Allied Health Biomedical Sciences	Health Life Sciences NHS Social Care	Health Life Sciences

## Contribution to National, Regional and Local Priorities

<b>Strategic Objective 1</b>	<b>Increase progression into Higher Education, Higher Apprenticeships and Skilled Employment.</b> Increase progression into positive destinations that directly support the Greater Manchester LSIP and the Government’s National Skills Priorities.				
<b>Baseline (2025)</b>	<b>Target (2027)</b>	<b>Evidence</b>	<b>Key Actions</b>	<b>Expected Impact</b>	<b>Success Measures</b>
<ul style="list-style-type: none"> <li>• 73% progressed to Higher Education</li> <li>• 6% increase on previous year</li> <li>• 100% positive destinations for learners with EHCPs</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain HE progression at 73%</li> <li>• Maintain positive destinations above 98%</li> <li>• Increase progression into LSIP priority sectors</li> <li>• Maintain 100% positive destinations for learners with EHCPs</li> </ul>	<ul style="list-style-type: none"> <li>• UCAS destination data</li> <li>• Destination survey</li> <li>• Higher Education Admissions</li> <li>• Apprenticeship progression</li> <li>• Employer destinations</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to deliver outstanding teaching and learning.</li> <li>• Strengthen progression guidance through the pastoral curriculum.</li> <li>• Increase employer and university engagement.</li> <li>• Expand progression support for competitive Higher Education courses.</li> <li>• Continue curriculum review informed by labour market intelligence.</li> </ul>	<p>More learners progressing into higher-level study and employment that contributes directly towards regional and national workforce priorities.</p>	<ul style="list-style-type: none"> <li>• HE progression increases</li> <li>• Positive destinations maintained</li> <li>• Increased progression into LSIP sectors</li> <li>• Student satisfaction maintained</li> </ul>

<b>Strategic Objective 2</b>	<b>Increase progression to highly competitive universities and prestigious progression routes.</b> Increase opportunities for learners to access Russell Group universities, degree apprenticeships and highly competitive professional pathways.				
<b>Baseline (2025)</b>	<b>Target (2027)</b>	<b>Evidence</b>	<b>Key Actions</b>	<b>Expected Impact</b>	<b>Success Measures</b>
<ul style="list-style-type: none"> <li>• Current Future Honours Programme</li> <li>• Russell Group progression</li> <li>• Existing Oxbridge support</li> <li>• Women into Leadership</li> <li>• Momentum Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Increase Russell Group applications</li> <li>• Increase offers from competitive universities</li> <li>• Increase applications for Degree Apprenticeships</li> <li>• Increase enrolment of future honours participants</li> </ul>	<ul style="list-style-type: none"> <li>• UCAS destination data</li> <li>• Student participation</li> <li>• Progression outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Expand Future Honours Programme</li> <li>• Strengthen university partnerships.</li> <li>• Increase employer engagement with degree apprenticeship providers.</li> <li>• Enhance coaching for competitive applications.</li> <li>• </li> </ul>	<p>Greater numbers of learners progressing into highly-skilled professions supporting priority sectors.</p>	<ul style="list-style-type: none"> <li>• Russell Group progression</li> <li>• Degree Apprenticeships</li> <li>• Professional courses</li> <li>• Student progression satisfaction</li> </ul>

<b>Strategic Objective 3</b>	<b>Develop Digital Capability and Artificial Intelligence Readiness.</b> To develop and enhance the digital skills of staff and students by providing accessible training, resources, and opportunities that build confidence, improve digital literacy, and support the effective use of technology in teaching, learning, and everyday college practice.				
<b>Baseline (2025)</b>	<b>Target (2027)</b>	<b>Evidence</b>	<b>Key Actions</b>	<b>Expected Impact</b>	<b>Success Measures</b>
<ul style="list-style-type: none"> <li>• Apple Regional Training Centre established.</li> <li>• AI Explorer Accreditation achieved.</li> <li>• Digital learning strategy embedded.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of learners complete structured AI literacy programme.</li> <li>• 90% teaching staff complete accredited Apple and AI professional development.</li> <li>• 35% staff achieve Apple accreditation.</li> <li>• Every curriculum area delivers at least one AI-enhanced learning initiative.</li> <li>• Deliver at least three regional Apple professional learning events.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning records</li> <li>• Student surveys</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Apple accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a College-wide AI and Digital Skills Framework</li> <li>• Deliver a Comprehensive Staff Digital Development Programme</li> <li>• Embed AI-Enhanced Teaching and Learning Across the Curriculum</li> <li>• Position the College as a Regional Leader in Digital Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Learners develop future-ready digital capability.</li> <li>• Teaching quality enhanced.</li> <li>• Regional digital leadership strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• Student confidence</li> <li>• Staff confidence</li> <li>• Digital innovation</li> <li>• Regional engagement</li> </ul>

<b>Strategic Objective 4</b>	<b>Develop World-Ready Learners through the B Skilled Programme.</b> Ensure every learner develops the professional behaviours, employability skills, digital literacy and industry awareness required to progress successfully into higher education, apprenticeships and employment.				
<b>Baseline (2025)</b>	<b>Target (2027)</b>	<b>Evidence</b>	<b>Key Actions</b>	<b>Expected Impact</b>	<b>Success Measures</b>
<ul style="list-style-type: none"> <li>• B Skilled established.</li> <li>• Nine pathways operating.</li> <li>• Industry partnerships in place.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% learner participation.</li> <li>• Every learner evidence skills builder progress across their two year programme.</li> <li>• 100% of learners completes employer-led projects.</li> <li>• 100% of learners completes Skills Builder assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Builder</li> <li>• Student participation</li> <li>• Employer feedback</li> <li>• Destination data</li> </ul>	<ul style="list-style-type: none"> <li>• Embed Skills Builder.</li> <li>• Increase live employer briefs.</li> <li>• Expand industry partnerships.</li> <li>• Develop pathway curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved employability.</li> <li>• Improved confidence.</li> <li>• Improved progression</li> </ul>	<ul style="list-style-type: none"> <li>• Employer feedback</li> <li>• Student confidence</li> <li>• Destination outcomes</li> <li>• Skills Builder progress</li> </ul>

<b>Strategic Objective 5</b>	<b>Deliver a Responsive Curriculum Supporting Future Workforce Requirements.</b> Maintaining a curriculum that remains responsive to learner aspirations, labour market intelligence and future workforce requirements				
<b>Baseline (2025)</b>	<b>Target (2027)</b>	<b>Evidence</b>	<b>Key Actions</b>	<b>Expected Impact</b>	<b>Success Measures</b>
<p>Current curriculum includes:</p> <ul style="list-style-type: none"> <li>• 29 A Levels</li> <li>• 8 AAQs</li> <li>• 8 Single Advanced Voc</li> <li>• 4 Triple Advanced Voc</li> <li>• 2 Double Advanced Voc</li> <li>• 1 T Level</li> </ul>	<p>Successfully implement:</p> <ul style="list-style-type: none"> <li>• Medical Science</li> <li>• Mental Health &amp; Wellbeing</li> <li>• Computing</li> <li>• Cyber Security</li> <li>• IT Data Analytics</li> </ul> <p>90% retention on Advanced Voc Cert</p> <p>Continue review of future qualifications.</p>	<ul style="list-style-type: none"> <li>• Curriculum review</li> <li>• Student demand</li> <li>• Employer engagement</li> <li>• Destination data</li> <li>• Skills England</li> <li>• LSIP</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver new qualifications.</li> <li>• Continue annual curriculum review.</li> <li>• Expand employer consultation.</li> <li>• Review progression routes annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum remains relevant.</li> <li>• Improved progression.</li> <li>• Better alignment with future workforce needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Retention</li> <li>• Achievement</li> <li>• Progression</li> <li>• Employer satisfaction</li> </ul>

<b>Strategic Objective 6</b>	<b>Strengthen Employer Engagement and Workplace Experience.</b> Ensuring every learner benefits from meaningful employer engagement throughout their programme of study.				
<b>Baseline (2025)</b>	<b>Target (2027)</b>	<b>Evidence</b>	<b>Key Actions</b>	<b>Expected Impact</b>	<b>Success Measures</b>
<ul style="list-style-type: none"> <li>• Employer talks</li> <li>• Live briefs</li> <li>• Workplace safaris</li> <li>• Virtual work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Every learner completes an employer-led live brief.</li> <li>• Every curriculum area hosts at least one employer per academic year</li> <li>• Every curriculum area to provide 1 work place visit.</li> <li>• Increase employer participation.</li> <li>• To ensure 80% of students achieve Gatsby benchmarks 5&amp;6</li> </ul>	<ul style="list-style-type: none"> <li>• Employer records</li> <li>• Student feedback</li> <li>• Gatsby Benchmark evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an employer engagement programme across all curriculum areas</li> <li>• Expand strategic employer partnerships</li> <li>• Embed meaningful workplace experiences into study programmes</li> <li>• Monitor, evaluate and continuously improve employer engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Improved career readiness.</li> <li>• Greater understanding of employment.</li> <li>• Improved progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Gatsby Benchmarks</li> <li>• Employer engagement</li> <li>• Student confidence</li> <li>• Destination outcomes</li> </ul>

## Strategic Objective Summary

<b>Strategic Priority</b>	<b>Baseline</b>	<b>July 2027 Target</b>
Higher Education Progression	73%	75%
Positive Destinations	97%+	Maintain above 98%
AI Literacy	Emerging	100% learners
Apple Professional Learning	Established	90% staff engaged
Employer Live Briefs	Established	100% learners
Skills Builder	Emerging	100% learners
Russell Group Progression	Current	Increase annually
Employer Engagement	Strong	Growth across all curriculum areas

Collectively these objectives demonstrate the College's commitment to delivering measurable improvements that support learners, employers and the wider regional economy. Progress against each objective will be monitored throughout the academic year using learner outcomes, destination data, employer feedback, quality assurance activities and performance indicators, with regular review by Senior Leaders and the Governing Body. This evidence-led approach ensures that organisational priorities remain responsive to changing local, regional and national needs whilst maintaining the College's strategic focus on educational excellence and social mobility.

## **Inclusive Mainstream Fund**

The Sixth Form Bolton is committed to ensuring that every learner, regardless of need or background, is able to access an ambitious curriculum, participate fully in College life and progress successfully to higher education, apprenticeships or employment. The Inclusive Mainstream Fund will be used strategically to strengthen inclusive practice across the College and support the transition towards the reformed SEND system. Rather than focusing solely upon individual interventions, investment will build long-term organisational capacity by developing staff expertise, strengthening inclusive curriculum design and improving learners' access to high-quality teaching and support.

### **Current Position (Baseline)**

- High quality specialist SEND support in place.
- 18 learners with Education, Health and Care Plans.
- Over 250 learners receiving examination access arrangements.
- Established Learning Services Team.
- Strong record of positive learner destinations.

### **Planned Investment (2026–2027)**

Investment will support:

- whole staff professional development
- adaptive teaching
- neurodiversity awareness
- assistive technologies
- Artificial Intelligence to improve accessibility
- inclusive curriculum planning
- executive functioning strategies
- mental health awareness
- transition planning
- SEND quality assurance.

### **Expected Impact**

By July 2027 we expect to demonstrate:

- increased staff confidence in inclusive teaching
- improved learner engagement
- improved attendance
- improved retention
- improved learner progress
- continued high levels of positive destinations
- greater consistency of inclusive practice and adaptive teaching across curriculum areas.

## **Evidence**

Progress will be monitored through:

- learner progress data
- attendance
- retention
- destination outcomes
- learner surveys
- staff confidence surveys
- lesson observations
- quality assurance reviews

This investment supports both the College's strategic priorities and the Government's ambition to improve educational outcomes for learners with Special Educational Needs and Disabilities.

## Local Needs Duty

In accordance with Section 52B of the Further and Higher Education Act 1992, as amended by the Skills and Post-16 Education Act 2022, the Governing Body has reviewed how effectively the College's education and training provision meets local needs.

This review has considered:

- Greater Manchester Local Skills Improvement Plan
- Skills England Priority Skills Assessment
- Greater Manchester labour market intelligence
- Bolton Economic Strategy
- learner demand
- destination data
- employer engagement
- university progression
- curriculum performance
- stakeholder feedback
- strategic partnerships.

The review confirms that the College continues to make a significant contribution to meeting local, regional and national skills priorities through its specialist Level 3 academic and applied curriculum.

## Governing Body Conclusions

Following its review the Governing Body concluded that:

- the current curriculum remains strongly aligned with the priorities identified within the Greater Manchester Local Skills Improvement Plan;
- the College continues to provide an important progression route into higher education and professional careers across Greater Manchester's priority employment sectors;
- further investment in digital capability, Artificial Intelligence and educational technology should remain a strategic priority;
- continued expansion of Education and Early Years provision responds positively to regional workforce demand;
- the introduction of Medical Science, Mental Health and Wellbeing, Computing, Cyber Security and IT Data Analytics qualifications strengthens alignment with future workforce requirements;

- employer engagement continues to be a significant strength and should be further expanded through live briefs, workplace experiences and strategic partnerships;
- the College should continue to strengthen curriculum planning through the use of labour market intelligence, destination data and stakeholder engagement.

### **Actions Agreed**

As a consequence of the review the Governing Body has agreed the following strategic actions for 2026–2027.

#### **Curriculum**

- Continue annual curriculum review informed by labour market intelligence.
- Deliver new AAQs aligned to workforce priorities.
- Review future qualification developments.

#### **Digital Innovation**

- Expand Artificial Intelligence literacy.
- Develop Apple Regional Training Centre activity.
- Increase digital capability across all curriculum areas.

#### **Employer Engagement**

- Increase employer participation.
- Expand live project briefs.
- Strengthen workplace experiences.

#### **Progression**

- Increase Higher Education progression.
- Strengthen degree apprenticeship awareness.
- Improve progression into LSIP priority sectors.

#### **Inclusion**

- Continue investment in SEND.
- Improve inclusive teaching.
- Strengthen transition support.

#### **Expected Outcomes**

The Governing Body expects these actions to result in:

- improved alignment between curriculum and regional skills priorities;
- increased progression into higher education and skilled employment
- greater digital capability amongst learners and staff
- stronger employer engagement

- improved learner outcomes
- enhanced social mobility
- continued contribution towards the future workforce needs of Greater Manchester

### **Evidence of Impact**

Progress will be monitored through:

- learner achievement
- destination data
- Higher Education progression
- employer feedback
- curriculum review
- Quality Improvement Plan
- learner voice
- Governing Body monitoring.

## Corporation Statement

The Corporation of The Sixth Form Bolton has reviewed and approved this Annual Accountability Statement at their meeting on 8<sup>th</sup> July 2026

The Corporation confirms that the Statement reflects the College's strategic priorities for 2026–2027 and has been informed through engagement with learners, employers, universities, strategic partners, labour market intelligence and the Greater Manchester Local Skills Improvement Plan.

The Corporation further confirms that this document fulfils the College's statutory Local Needs Duty under Section 52B of the Further and Higher Education Act 1992.

The Governing Body will monitor progress against the objectives contained within this statement throughout the academic year.

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 from the following link:

## Hyperlink

Chair of Governors



Principal



Dated: 08/07/2026

## **Strategic Conclusion**

The Sixth Form Bolton is proud of the contribution it makes to the communities it serves and to the future prosperity of Greater Manchester.

As a specialist sixth form college, our principal contribution to the skills system is through developing highly educated, digitally capable and socially responsible young people who progress successfully into higher education, apprenticeships and skilled employment.

Our curriculum has been deliberately designed to respond to local, regional and national priorities whilst maintaining the breadth of opportunity expected of a specialist academic sixth form college.

Through strong employer partnerships, close collaboration with universities, investment in digital innovation, Artificial Intelligence, inclusive education and educational excellence, the College continues to develop the future workforce required across Greater Manchester's priority growth sectors.

The College recognises that preparing young people for future success extends beyond qualifications alone. Learners must also develop resilience, adaptability, creativity, digital confidence, leadership, communication and ethical awareness to thrive within an increasingly complex and rapidly changing economy.

By combining outstanding educational provision with ambitious progression opportunities, strong community partnerships and a relentless commitment to continuous improvement, The Sixth Form Bolton will continue to make a significant contribution to social mobility, regional economic growth and national productivity.

This Accountability Statement demonstrates the College's commitment to delivering measurable outcomes that benefit learners, employers and the wider community whilst supporting the ambitions of the Greater Manchester Local Skills Improvement Plan and the Government's National Skills Priorities.

## **Supporting Documents:**

- Greater Manchester Local Skills Report and Labour Market Plan (March 2022)
  - [gm-esap-local-skills-report-update-march-2022-final.pdf](#)
- The Sixth Form Bolton Skills Position Paper
- Bolton Economic Growth and Resilience Plan (Feb 2023)
- CBI Getting Young People 'Work Ready' (June 2022)
- Quantifying the UK Data Skills gap
  - <https://www.gov.uk/government/publications/quantifying-the-uk-data-skills-gap/quantifying-the-uk-data-skills-gap-full-report>