Accountability Statement

2026-27

1. **Purpose**

Loreto College is under the trusteeship of the Loreto Education Trust and is part of an international network of Catholic colleges run by the Institute of the Blessed Virgin Mary (IBVM), a religious order founded in the seventeenth century by the Englishwoman Mary Ward. On the 4th November 2025 the IBVM became one with the Congregation of Jesus and the trustees are now known as the Congregation of Jesus (Loreto Sisters) English Province. It has provided education in Manchester since 1851 and was established as a sixth form college in 1977. Since April 1993 it has been a designated college under the 1992 Further and Higher Education Act.

Loreto College is centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the IBVM. Our vision is that it will be an educational community where each person has the experience of being loved and valued as a sacred individual created by a loving God; a community where students enjoy an enriching and liberating education that helps them grow into the fullness of life and empowers them to be people of courage who are alive to the needs of humanity and committed to making a better world.

Loreto College is part of the 3-19 continuum of Catholic education in Manchester and it exists to respond to the educational needs of young people from its partnership high schools and special schools in Manchester and surrounding areas. Its primary purpose is to guide these learners to success by challenging them to achieve academic and human excellence and by supporting them in the pursuit of this excellence. The college works with other FE providers to support students from its partnership high schools who wish to access the full range of vocational and occupational courses. In addition, it will be proactive in identifying and responding to the needs of other learners from the Catholic, local and wider communities where they are consonant with the college's core values.

The College was a designated teaching school in the alliance Teach Manchester. Although teaching schools no longer exists, Loreto College is part of the Teach Manchester Alliance and will continue to work to support Manchester schools as appropriate to offer CPD, support Initial Teacher Training initiative and improve outcomes for young people in Manchester.

Following the passage of the Skills and Post-16 Education Act (April 2022), the College has a statutory duty to ensure our curriculum contributes towards meeting local, regional and national skills needs. As a Sixth Form College with a core focus on Level 3 academic pathways this contribution is clearly different to that of a General Further Education college. We strive to ensure that all students develop the skills needed to achieve their intended qualifications to the highest possible standard and successfully progress to their immediate next steps, whether that be higher education, employment or training, and their longer-term aims of paid employment and contribution to the economy.

A significant proportion of Loreto College students progressed onto Higher Education in 2025, a considerable number of which enrolled at a highly competitive Sutton 30 institution. These students relocate to various areas across the country which may have different local or regional needs; therefore, we recognise our particular duty to prepare our students to develop their skills so that they may pursue their own personal higher education or professional aspirations, wherever that may take them.

The Greater Manchester Local Skills Improvement Plan (LSIP) is being led by the Greater Manchester Chamber of Commerce, as the designated Employer Representative Body (ERB). It was published in May 2023 and updated in August 2023. Loreto has reflected carefully on the LSIP when formulating our strategic plan and this Accountability Statement.

Loreto College ensures we carefully identify the skills needs in our locality and region with reference to: the Greater Manchester Local Skills Report & Labour Market Plan, the Greater Manchester Combined Authority and the National Careers Service.

This document aligns with the College's Strategic Plan, Strategic Objectives and Strategic Targets.

This document links to the College's Strategic Plan.

2. Context and Place

Loreto is a Catholic Sixth Form College. It is a single site institution with 4200 students and over 350 staff. Part-funded by the Department for Education's Post-16 Capacity Fund, the College opened a new 20-classroom building, along with additional study and theatre space, in September 2025. This has enabled us to offer an additional 600 student places.

Loreto College is located in Hulme, Manchester but consistently draws students from across Greater Manchester and beyond. The majority of students complete a level 3 qualification (about 95% of provision by entry), but the college is justifiably proud of the achievements of level 2 and level 1 students whose qualifications allow them to progress onto further study, apprenticeships or employment.

We regularly review our curriculum offer to ensure that we meet the needs of our local community, prospective students and local, regional and national skills needs. We offer 34 A level qualifications, 7 Level 3 vocational qualifications (equivalent to one A Level), 4 BTEC Level 3 Extended Diplomas (equivalent to three A Levels), 3 BTEC Level 2 qualifications, GCSE resits in Maths and English Language and Foundation-level qualifications through our Pathways to Independence Department, which offers provision to students with learning differences and disabilities.

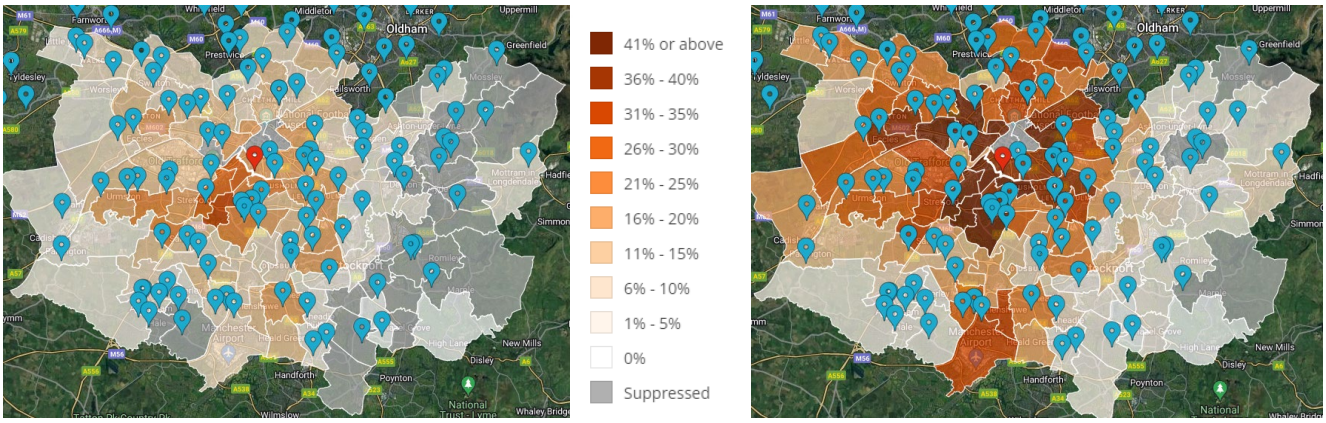
We are committed to maintaining a diverse intake of students and ensure we offer places to students from a range of ethnic, cultural, socio-economic backgrounds. We welcome students with varied prior attainment and maintain modest entry requirements, which align with our inclusive and aspirational approach.

We have students with Education, Health and Care Plans (EHCP) in both our mainstream and our Pathways provision and we work closely with students, families and external organisations to ensure the needs and aspirations of these students are fully met.

We have a significant number of students with SEND and with Exam Access Arrangements; our Additional Learning Support department works closely with curriculum, pastoral, exams and admissions teams to support these students and meet their needs.

Our pastoral provision ensures that each student has a weekly tutorial lessons and a fortnightly Hall assembly, through which a centralised and sequenced programme of high-quality tutorial resources is delivered on themes of Student Life, Safeguarding and Wellbeing, and Careers. This helps to ensure all students' access support and opportunities to develop their employability and transferrable skills and can make informed decisions about their post-college options. It also helps to ensure that the college supports students to achieve their potential and develop into well rounded and informed young adults well-equipped to make a contribution to local, regional and national skills needs.

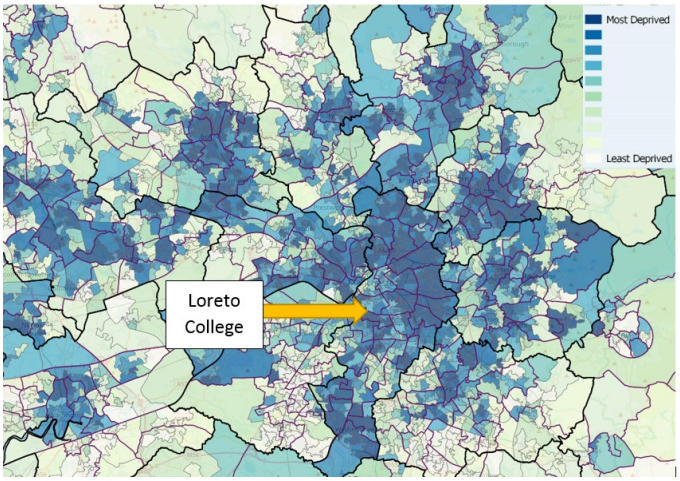
Loreto's student population is drawn from the Manchester LEA and surrounding authorities across the Greater Manchester area and beyond, including Salford, Trafford, Tameside and Derbyshire. In the government's own measure of deprivation, the Indices of Multiple Deprivation 2019, Manchester ranked 5th most deprived out of 317 local authorities (as it did in the Indices of Multiple Deprivation 2015). For learners living in Manchester, Trafford, Salford, Stockport and Tameside (boroughs from which the majority of learners at Loreto College are drawn), the % share of all 16-19 (left), and A level (right and ca. 78% of College provision by entry) learners by area can be represented as below (red pointer = Loreto College; blue pointers = secondary schools):



Within the Greater Manchester area, the majority of students are drawn from the boroughs of Manchester, Trafford, Salford, Stockport and Tameside. Loreto's share of the learner population in 2024-25 of these combined boroughs is 9% (for students completing A levels, this rises to 19%).

Borough	Loreto % share of all 16-19 learners (xth largest provider in area)	Loreto % share of all A level learners (xth largest provider in area)
Manchester	12% - (2nd)	29% - (1st)
Trafford	12% - (2nd)	19 % - (1st)
Salford	9% - (2nd)	24% - (2nd)
Stockport	5% - (6th)	9% - (3rd)
Tameside	2% - (4th)	6% - (3rd)

37% of Greater Manchester's 1702 Lower Super Output Areas (LSOAs) are in the most deprived 20% in the country. There are 23% in the most deprived decile though there is considerable variation ranging from 65% of Manchester's LSOAs to 4% of Trafford's LSOAs being in the most deprived decile. Behind the overall measure of deprivation, Manchester itself is ranked as the 14th most income deprived authority in England, 4th for health deprivation and 6th for income deprivation affecting children.



Based on the most recent data available (2024-25), Loreto College draws a higher proportion of disadvantaged students (classed as eligible for Pupil Premium in the previous six years) than many other Sixth Form Colleges in the North West for A level courses. In absolute numbers, Loreto College has the second highest number of disadvantaged students completing A levels in a Sixth Form College in England.

In keeping with the College's mission as an inclusive learning environment, students start their studies with a broad distribution of GCSE scores, yet receive outstanding outcomes in terms of results, value-added performance and also destinations.

The Greater Manchester Chamber of Commerce states that the LSIP area will cover all areas of Greater Manchester.

3. Approach to Developing the Annual Accountability Statement

Loreto's provision aims to create and maintain a close relationship between the curriculum and the world of work. The curriculum is planned and taught to ensure that all students have meaningful encounters with employers, alongside work experience opportunities and have the necessary skills to make informed and successful applications to employment, training and higher education.

The College ensures it contributes towards meeting the local, regional and national skills needs by taking a strategic, curriculum and cross-college approach to developing the provision offered to students, by giving due consideration to the Greater Manchester Local Enterprise Partnership and the Greater Manchester Industrial Strategy, and through working extensively with the Greater Manchester Combined Authority, local employers, higher education institutions, apprenticeship providers. The Greater Manchester Local Skills Improvement Plan (LSIP) is being led by the Greater Manchester Chamber of Commerce, as the designated Employer Representative Body (ERB). It was published in May 2023 and updated in August 2023. Loreto has reflected carefully on the LSIP when formulating our strategic plan and this Accountability Statement, on the presentation given by Chris Fletcher, Policy Director and GM LSIP Contract Director (April 2023) and on the LSIP Progress Reports published in June 2024 and 2025.

Loreto College ensures we carefully identify the skills needs in our locality and region with reference to: the Greater Manchester Local Skills Report & Labour Market Plan, the Greater Manchester Combined Authority and the National Careers Service.

The College is represented on relevant local, regional and national bodies including: the Manchester Catholic Education Partnership (MANCEP); Manchester Collaborative Heads; Sixth Form College Association; Association of Catholic Sixth Form Colleges (ACVIC); Association of Colleges (AoC); Greater Manchester Learning Partnership; Loreto English Education Network (LEEN); Manchester Schools Alliance Strategic Education Partnership; Manchester School Improvement Partnership; North West Sixth Form Colleges; Post 16 Reference Group; and SFCA Governance Policy Group. This ensures we have a comprehensive overview and understanding of local, regional and national needs and provision and helps avoid unnecessary overlap and duplication of provision with other institutions.

Leaders review the college's curriculum offer regularly to ensure it meets the interests and needs of students, employers, higher education providers and the local, regional and national economy. In recent years new courses have been offered: Applied Science BTEC Extended Certificate, CTEC Applied Business, WJEC Diploma in Criminology – all areas of growth in the Greater Manchester area. Our proportion of Science and Maths provision has grown and we increased our laboratory provision and the number of our Science and Maths classrooms in September 2024 to support this as part of the college's expansion. According to LMI data at a local level, the main growth sectors across Greater Manchester are Business and Logistics, Construction, Health and Social Care, Manufacturing, Digital and Creative, Retail, Hospitality and Low Carbon as we move forward towards a greener economy. These growth areas are also reflected at a National Level, with growth also in Education, Civil Service, Logistics and Engineering.

The College will utilise the Inclusive Mainstream Fund (IMF) to further strengthen inclusive practice across its mainstream provision, supporting the transition to the reformed SEND system. In line with its mission as an inclusive Catholic educational community, Loreto College will ensure that students with additional needs are supported to access a broad and ambitious curriculum alongside their peers.

The College will prioritise the use of IMF to enhance adaptive teaching approaches, strengthen early identification and support for students with SEND, and further develop the capacity of staff to meet a diverse range of learning needs. This will include targeted in-class support within mainstream provision, continued development of the Additional Learning Support offer, and investment in staff training and inclusive pedagogy.

Through this work, the College aims to improve retention, achievement and progression outcomes for students with SEND, ensuring that they are able to access pathways aligned with local, regional and national skills priorities, including those identified within the Greater Manchester Local Skills Improvement Plan.

The College is very heavily oversubscribed for the 2026-27 academic year.

4. Contribution to National, Regional and Local Priorities

The below aims and outcomes set out the key targets for the College for the academic year ahead regarding how we will ensure we contribute towards the national, regional and local priorities and skills needs.

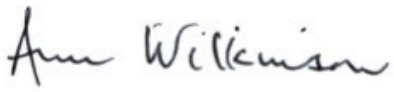
Aim	Outcome

To effectively manage the growth of the college's estate and student numbers to ensure the continuation of a broad and balanced curriculum to meet local, regional and national skills needs.	To ensure timely recruitment of staff to relevant subject areas to support outstanding teaching and learning. To continue to carefully manage students' admissions in order to meet students' needs and the local, regional and national priorities. To expand the College's tutorial and enrichment offer to continue to deliver high quality provision supporting the development of students' 'soft' and employability skills.
To continue to respond to the Greater Manchester LSIP by reflecting on its aims and how our curriculum planning can help support this where appropriate.	To work with other education providers to reflect on the Greater Manchester LSIP and devise how the college can assist its delivery in the academic year 2026-27. The Careers team to reflect on the LSIP and use information, data and targets set within it to inform planning of events, opportunities and assemblies and tutorial materials for 2026-27. The Careers team to include how the local and national skills agenda explicitly links to careers and student experience in the Careers Self-Assessment Report 2025-26 and the Quality Improvement Plan for 2026-27.
To continue to provide excellent support for all students pursuing places on higher education courses, in line with students' needs. Including specific support for those students pursuing places on Medicine or allied health-related courses at higher education institutions, through the college's MDVH programme, and those students aspiring to study at Oxbridge and other highly competitive institutions through the college's High Achievers' Programme.	The College will reflect on destination outcomes for 20252-26 and further refine provision to support students in 2026-27 with an aim to increase progression rates. To ensure all students with an EHCP and/or LAC students are prioritised for an appointment with the College's Careers Advisors and that the outcome of these appointments is recorded on the student's log page. In 2024-25 56 students secured place on MDV courses; the college will review this figure for 2025-26 and will aim to increase the number of students successfully applying to these courses in 2026-27. In 2024-25 27 students secured places at Oxford or Cambridge courses; the college will review this figure for 2025-26 and will aim to increase the number of students successfully applying to these institutions in 2026-27.
To continue to provide access to a wide range of support via the academic and tutorial curricula and through careers provision to all students who do not go directly into higher education upon leaving Loreto College.	To ensure that all students who do not apply to higher education, or apply and do not secure any offers, are offered an appointment with a college (or independent) Careers Advisor. To ensure the parents/carers of all students who do not apply to higher education, or apply and do not secure any offers, are sent a letter to outline the support on offer at college. To promote the College's Apprenticeship Club and provide regular events and opportunities throughout 2026-27 to support students to make successful applications to Apprenticeship.
To continue to explore and prepare for the Department for Education's ongoing programme of post-16 qualification reform to ensure the college continues to meet the needs of its students and	The College has successfully introduced Alternative Academic Qualifications (AAQs) in Applied Science, Health and Social Care and IT from August 2025, maintaining a broad and responsive curriculum offer. The College will review the impact and effectiveness of these qualifications in meeting student needs and supporting progression to higher education, apprenticeships and employment.

contributes to the local, regional and national skills needs.	The College will actively evaluate emerging policy and guidance on the planned reforms, including the DfE's Implementation Plan anticipated in June 2026. The College will undertake strategic curriculum planning to ensure readiness for delivery from 2027–28 onwards to support progression to further study or skilled employment.
To continue to embed sustainability into the curriculum and engage with and respond to national skills needs regarding Green Skills through the work of the College's Environment Lead. To embed our carbon literacy programme in line with the key principles of Laudato Si for students and staff.	To continue to ensure curriculum representation on the College's Environment Group in 2026-27 to feedback to Curriculum Team about strategies to increase sustainability. To deliver all staff training focusing on sustainability to support staff's delivery of environmental and sustainability issues in their curriculum areas. The Careers Team to work with the Environment Lead to continue to promote Green careers throughout the 2026-27 academic year. To continue with the delivery of the Carbon Literacy Programme for Upper Sixth students in 2026-27. To ensure approximately 50% of students complete the Carbon Literacy Programme in 2026-27.
To continue to use the additional 40 Guided Learning Hours to support the development of students' key transferrable skills (soft skills), including employability skills, through a range of high-quality curriculum and enrichment provision.	To ensure all students' timetables fulfil the 40 additional Guided Learning Hours through the delivery of high-quality provision, including: Subject Support Programme, Extended Project Qualification and a diverse range of enrichment activities. All are aimed at further developing students' skills and competencies in preparation for the employment and to meet skills priorities, e.g. Coding Club, Chartered Institute for Securities and Investment (CISI), Aspire to Teach, Maths Outreach…etc.
To continue to support all students with progression, skills and careers activities (including a focus on local skills needs) to help them make informed choices, understanding their future work options.	The tutorial and assembly two-year programme will cover the following themes: Apprenticeships and Degree Apprenticeships, Unifrog and Careers, Employability and CV writing, Progression tutorial (encounter with HE), Careers Fair, Work Experience, Career options, Personal Statements, Registering for UCAS, University interviews, Grants and Loans, UCAS: what happens next?, Looking to Level 3, and Gap Years. All Lower Sixth students will participate in a Work Experience Day in the summer term of 2026-27. Employability Skills of the Month will be planned and promoted to all students through tutorial and lessons and via posters across college for each month of the 2026-27 academic year. There will be a local skills focus via the Employability Skills of the Month and via the tutorial programme through which local Labour Market Information will be shared with students.
To continue to implement the College's bespoke 'Aspire to Teach' programme, which is designed to support students to successfully pursue a career in the teaching profession through participation in workshop and work experience.	The College will aim for approximately 15 students to be enrolled on to the first year of the programme (along with the 14 on the second year). Students will complete an evaluation to help inform future planning of the programme and students' agreement sought for them to be added to the College's alumni network to track and monitor the success and impact of this programme.

To support the development of skills and of higher aspirations of younger students across Greater Manchester through our outreach, community and enrichment provision.	To continue to participate and lead initiatives such as the Greater Manchester High Achievements Partnership, Maths Outreach, HE+ Masterclasses…etc. to offer the young people of Manchester opportunities to develop literacy, critical thinking and problems solving skills.
To continue to develop opportunities for work experience, particularly for those students on vocational qualifications.	To ensure the College Work Experience Coordinator coordinates the placements for students enrolled on vocational courses where placements are required. To ensure all students have a minimum of three encounters with employers in the 2026-27 academic year; to be arranged by departments. To ensure regular promotion of work experience opportunities, both virtual and in person, via Loreto Weekly the Careers Bulletin and emails. To plan for all Lower Sixth students will participate in a Work Experience Day in the summer term of 2027.

5. Corporation Sign Off

Signed on behalf of the Board of Governors: 

(Chair of Governors)

Date: 1st July 2026

6. This document can be accessed via our website under 'College Policies'
https://www.loreto.ac.uk/college-policies/

7. Related Documents

The College's Strategic Plan

The College's Skill Strategy: Executive Summary