

# **Annual Accountability Statement 2024-25**

**Stanmore College**

## **Contents**

	Page
1. College Mission and Purpose	3
2. Context and place	5 - 10
2.1. The communities we serve	
2.2. Stanmore College provision	
2.3. Economic and social characteristics Harrow & North West London	
3. Approach to developing the annual accountability statement	11
4. Contribution to National, Regional and Local priorities	12
5. Local needs Duty	18
6. Corporation Statement	26
7. Supporting documentation	27

## **1. Stanmore College Mission and Purpose**

Our mission is to use innovative and high-quality teaching and learning to provide learners with the skills they need to succeed and achieve their full potential in an ever-changing world.

Our vision is to ensure that all learners will develop the skills and knowledge they need to achieve qualifications and progress into higher-level courses or employment.

All learners will be offered good teaching and learning to allow learners to enjoy their further education and be proud of being members of the College.

Our Strategic Plan 2023-28 sets out our purpose, mission and values.

### **Purpose**

The central purpose of our curriculum is to offer a broad and balanced education to the learners who study at our College. This is to ensure that they are prepared for the next stage of their lives as active citizens; develop the skills and knowledge they need to succeed; and are prepared for success in the world of work, developing their employability skills and work-ready behaviours.

Our aim is to provide a comprehensive educational offer to better serve the College community. Our catchment area for onsite provision is large and diverse, stretching from Harrow to Barnet, Brent, Hillingdon and Hertfordshire. In order to offer specialist provision to support learners we also have offsite provision in Crystal Palace, Kingsbury and Slough.

In line with a curriculum for excellence and ensuring access we aim to:

- To provide learners with the skills and qualifications to continue to develop the widening participation agenda.
- To develop a community College.
- To lead and develop robust local regional and national partnerships.
- To maximise the learning and skills landscape.
- Establish a new College campus that provides a future proof safe, inclusive, high quality and inspiring learning environment.

## **College of the future**

Stanmore College will provide a state-of-the-art exclusive learning canvas in the heart of the Stanmore community that will ensure all local people can benefit from the best possible education and training. The College will be an educational hub providing a unique educational destination for local people to acquire relevant skills, training and education to support them to access and build their career ambitions. Our learning campus will be a flexible and accessible place where students will become a lifetime member of an inclusive learning community. The College will provide a core offer that builds foundation and employability skills that guarantees progression into higher skills specialisms designed to access employment and build careers.

## **Our Strategic Goals**

- Putting the learner at the heart of all College activities
- Promoting high expectations and ambitions for all staff and students
- Providing strong leadership enabling outstanding teaching and learning
- Supporting staff to deliver high quality learning experiences
- Creating an environment for our learners to prosper and progress
- Embedding equality, diversity and inclusion in everything we do
- Listening to students, staff, employers and stakeholders
- Understanding and meeting local educational skills needs
- To deliver impactful, external and civic engagement
- To continue to be financially viable, and regularly invest for the benefits of our learners and staff

## **Our Values**

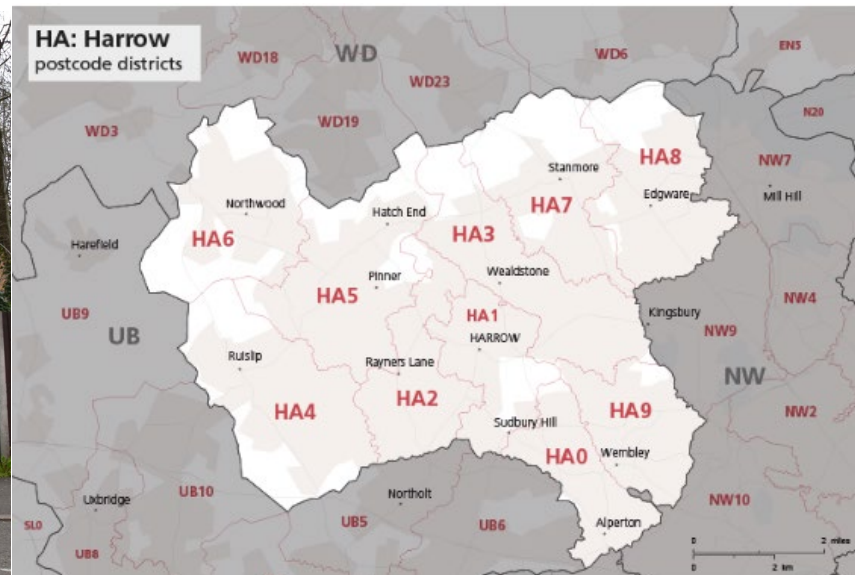
- Inclusive- We value all people
- Supportive- We encourage and support each other
- Innovative- We step outside our comfort zone trying things in new ways
- Respectful- We show consideration
- Honest- We tell the truth and do not try to deceive people
- Aspirational- We want to do our best to achieve a high level of success
- Safeguarding- We believe in protecting people's health, wellbeing and human rights
- Collaborative- We adopt multiple educational approaches

## **2. Context and place**

### **The Communities we serve**

Stanmore College is a General Further Education (GFE) College located in Stanmore, in the London Borough of Harrow. The annual turnover is 13.2m.

The College operates from one main site (Stanmore) and has satellites in Crystal Palace, Welling and Richings. Our aim is to enable learners to gain the qualifications, professional skills and the confidence they need to achieve their career ambitions.



Although our learners come from a wide range of Boroughs in North-West London and Hertfordshire, the majority, especially those learners on 16-18-year-old study programmes, come from three key Boroughs, these being Harrow, Brent and Barnet. All three Boroughs are ethnically diverse. Harrow, where 44% of our learners reside, is one of the most ethnically diverse Boroughs in the country with residents coming from at least 137 different countries and more than 69% of the population are from Black, Asian and minority ethnic (BAME) groups.

English is not the primary language spoken in the home and less than half the children in Harrow primary schools speak English as a first language. 74% of our learners come from these three Boroughs. In addition, in recent years, there has been expansion in the number of families from other parts of Europe, especially Eastern Europe, coming into the area.

The four largest ethnic groups that the College served in 2023/2024 were : Asian heritage (30%), "White English/Welsh/Scottish/Northern Irish/British" (10%), "Any Other White background" (14%) and African heritage (12.2%). 34.4% of 16 – 18 year olds were female and 65.6% were male.

Like most London Boroughs, Harrow and Brent have wide disparities between income levels between wards and both Boroughs have high levels of poverty and other factors which can impact a young learner's life chances.

Demographic Data		
Inequality Measure	Harrow	Brent
Child poverty rate	35%	40%
% earning below living wage	24%	30%
% pupils not achieving GCSE target standard	24%	25%
% of 19 year old's without a L3 qualification	21.5%	27%

The population of Harrow is 261,300 according to the 2021 census, an increase of 9.3% since 2011. At 9.3%, Harrow's population increase is higher than the increase for London (7.7%). The projected population for Harrow (SNPP: Sub National Population Projections) are two trend-based population projections. They both indicate that Harrow's population will continue to grow for the next 25 years and beyond. The ONS have more conservative growth figures than the GLA projections. By 2050 Harrow's population could be as high as 320,100 based on the GLA's.

In Brent, the population size has increased by 9.2%, from around 311,200 in 2011 to 339,800 in 2021. This is higher than the overall increase for England (6.6%), where the population grew by nearly 3.5 million to 56,489,800.

In Barnet, the population size has increased by 9.2%, from around 356,400 in 2011 to 389,300 in 2021. This is higher than the overall increase for England (6.6%), where the population grew by nearly 3.5 million to 56,489,800.

The College's strategic priority is, and will remain, to provide relevant skills and training for local people to ensure full participation in the employment and educational opportunities that are developing in greater London.

### **Labour Market statistics**

- The Nomis website reports that Harrow has strong employment amongst a number of industries, including Services (accounting for 65,200 employees of 90% of the total), Public Administration, Education & Health (22,500 employees or 31% of the total), Financial and other Business Services (16,900 employees, 23.6% of the total) and Wholesale and Retail (accounting for 11,100 employees of 15.4% of the total). *Local Market Intelligence : Harrow 2021*
- The Nomis website indicates that top employment industries in Harrow are Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles (11,000 or 14.5% of the population), Accommodation and Food Services Activities (7,000 or 9.2% of the population), Administrative and Support Service activities (6,000 or 7.9% of the population), Construction (5,000 or 6.6% of the population). *Employee Jobs by Industry : Harrow 2022*

- Data on Employment by occupations shows that top occupations in Harrow are :
  - Managers, Directors and Senior Officials 65,000 (54.7%)
  - Professional Occupations : 30,700 (25.6%)
  - Associate Professional Occupations : 23,000 (19.1%)
  - Admin and Secretarial : 17,900 (14.9%)
- Potential growth is in professional occupations e.g., managers, directors, and senior officials, real estate, scientific and technical services, administration and support services, accommodation and food, information technology and communications, transport and storage, manufacturing, wholesale services; and in first line roles such as plant, process and machine operations (24%), care (22%), leisure and sales (22%) also a higher proportion of jobs in skilled trades (22%).

### **Local Facts**

In Harrow the unemployment rate has reduced to 4.7% based on the 2023 numbers from Nomis. The population of the London Borough of Harrow is made up of residents from at least 137 different countries and is based upon the 7 religions listed in the standard tables from the census. Harrow has the highest level of religious diversity of any Local Authority in England and Wales.

- Harrow is the 5th most ethnically diverse Borough in England.
- It is the most religiously diverse Borough in England and Wales – there is a 62% chance that any two people drawn at random from Harrow will have different religions.
- 53.4% of the population are Black Asian Minority Ethnic (BAME)
- 2 million people live in West London. This is expected to grow by 13% by 2025.
- The elderly, over 60, population is expected to grow by 23%.
- 35- to 44-year-olds are expected to grow by 13%.
- 16–24-year-olds are expected to grow by 8% by 2035.
- 73.4% - Employment in Harrow has decreased compared with the previous year. Harrow's employment rate was lower than across London as a whole in the year ending September 2023.
- Economic inactivity has increased to 18.6%. These are individuals neither employed nor seeking work.

However, whilst the majority of Harrow's, Barnet and Brent workforce are highly skilled, there remain significant pockets of people with low aspirations and skill levels. Overstretched infrastructure, congestion and a lack of affordable housing are key weaknesses.



## **Stanmore College provision**

Stanmore and the London Borough of Harrow provides the opportunities for 16year olds to pursue either an A level route or take up professional and technical education or training which is either classroom or work based. The College is surrounded by four schools and one academy that all have 6<sup>th</sup> forms that offer A Levels. Within the London Borough of Harrow there are 12 schools, with 10 having 6<sup>th</sup> forms.

In 2023-24 1266 16-18year olds engaged in professional and technical study programmes. For adults there have been 2,755 enrolments, and this continues to grow throughout the remainder of the year.

In meeting local needs, the College has increased its adult offer particularly around ESOL with Business, Health & Accounting.

The College offers vocational courses in a wide range of subjects, ranging from entry level to level 6. In addition to our full time offer the College also provides a range of part time courses for adults. These include, IT, computing, business, accounting, electronic engineering, science, early years, health and social care, creative art and media, sport and hair and beauty. The College meets the skills development needs of around 2500 learners. Programmes can be full or part time break down of the current provision is as follows:

<b>16-18 Full time:</b>	<b>1266 (Heads)</b>
Adults 19+	1475 (Heads) (2554 enrolments)
HE Learners –	21(Heads)
Adult Loan Learners –	64 (Heads)
Full Cost Recovery Learners	147 (Heads) (201 enrolments)

## **Economic and social characteristics Harrow & North West London**

- Self-employment accounts for around 14% of total employment in Harrow
- Residents experience a difference in earnings, with those working in the Borough on average earning £519 per week and those working outside the Borough earning £727.
- Economic activity among Harrow's male population (86%) is higher than the London average (83%). However, economic activity among the female population (72%) is lower than the London average (76%).
- Harrow's resident population of 261,300 including the fastest growing and proportionately largest Romanian population in the UK at 39,510 out of 68,050 EU settlement applications (ONS Sept 2021).
- Harrow High streets contain more than 1,200 businesses, providing retail, hospitality and office space. 94% of the 15,280 companies are micro-businesses employing fewer than 10 employees.
- High business diversity in professional and technical information, technology and communications and construction industries.
- 32% of businesses are in the knowledge economy.
- Harrow has excellent rail and underground links: 5 tube lines and 15 minutes to Central London.
- 98% of 16 to 17 year olds are in education, employment or training, one of the highest rates in London.
- More than 10% of residents with low functional abilities require support with improving English, maths and digital skills to address exclusion.
- Currently employability and training programmes across the sub-region have insufficient capacity to meet growing demand.
- Social housing shortages and housing affordability is a major cause of deprivation, having an impact on health, work and quality of life.

The above data supports the Colleges recent changes in our strategic plan. The development of a £54 million updated campus. Planning permission was approved in January 2024, building works commenced in May 2024. This will enable the College to be an educational hub providing a unique educational destination. The learning campus will be an accessible and flexible place where individuals would become lifetime members of an inclusive community. The College offers 7 T level programmes which are increasing by a further 4 in 2024-25 in light of further demand in these industries. The College has particularly focused on increasing its adult offer embracing programmes such as Multiply, sector-based work academies, Government programmes (SWAPS) to help local communities into employment.

### **3. Approach to developing the annual Accountability Statement**

The College had a change of Principal/ CEO in September 2022 and with the College achieving “Good” at the most recent Ofsted inspection in April 2023, there has been an increased focus on ensuring that the College offers a robust and demand led curriculum and meets the needs of the local community.

The College has repositioned itself with the launch of a new Strategic Plan 2023-28 and has increased its dialogue with employers across all curriculum areas.

The Principal is a member of the West London Skills Board and a Governor at the Helix Education Centre, Harrow Economic Strategy Steering Group and Harrow 16-19 Schools Forum.

The College is represented at the West London Principals' group, where the Principal and CEO's of Barnet and Southgate College, West Thames College, Harrow, Richmond and Uxbridge and West London College regularly meet to ensure that our priorities align and that we meet local skills needs and ensure that our organisations meet their objectives. Our other key stakeholders include the Department for Work and Pensions, Adult Skills Centres, Harrow Council, Institute of Education and the Royal National Orthopaedic Hospital.

The College continues to work in partnership with all Harrow High Schools, the West London Alliance (collaboration of FE & HE providers), St Dominic's Sixth Form, the Beacon Community Centre, the Eastern European Hub, Primary schools regarding provision for their pupils' parents, Harrow, Brent and Barnet local authorities and many more community groups). The Colleges Higher Education courses are delivered in partnership with the University of West London (UWL).

## 4. Contribution to National, Regional and Local priorities

### Strategic objectives 2024-2025

Target, aims and Strategic Objective	KPI 2 year success indicators	2024/25	Contribution to National, Regional and Local priorities
1. To provide an outstanding teaching and learning experience	Curriculum aligned with local strategic priorities – to be demand lead	90%	<p>In 24/25 preparation for Work Experience is included in all study programmes. Industry led activity – live briefs, curriculum design and development. We continue to work with key local partners enabling students to gain vital work skills.</p> <ul style="list-style-type: none"> <li>• More enrichment activities outside of the College.</li> <li>• Increase attendance of external speakers by 10%.</li> <li>• Encouraging further student feedback and decision making through the student union, student Governor and student ambassadors.</li> <li>• Creating more exposure to industry experiences.</li> <li>• Student Conferences and end of year shows.</li> <li>• Increasing Employer and HE progression fairs.</li> </ul>
	To increase learner satisfaction	87%	
	To increase the delivery of industry endorsed programmes	60%	
	Increase learner attendance rates	85%	
	Achievement rates for all groups to be within 5% of the overall achievement rates	70%	

Target, aims and Strategic Objective	KPI 2 year success indicators	2024/25	Contribution to National, Regional and Local priorities
2. To deliver an innovative and relevant curriculum that is underpinned by employability and work ready skills.	Design and implement a skills passport	100%	We continue to work with Harrow Borough council on fulfilling their local Skills Strategy with a particular focus on residents where English is a second language.
	To develop green skills modules throughout the curriculum	100%	The College engages JCP, SWAP Programmes, RNOH, YOT
	Establish a meaningful employers forum, minimum 5 employers	7	Careers Advisors deliver a detail programme that prepares students ready for employment in partnership in the implementation and delivery of the Gatsby Benchmarks and careers strategy.
	To increase the number of SEND learners	25%	To ensure learners progress into skilled employment and are equipped with softer skills as required by employers at all levels
	Increase the number of learners progressing internally	71%	To ensure learners are moving into skilled employment in shortage areas at the appropriate level
	Learners sustained positive destinations	93%	

Target, aims and Strategic Objective	KPI 2 year success indicators	2024/25	Contribution to National, Regional and Local priorities
<b>3. To provide ambitious, responsible educators and leaders.</b>	Develop and implement staff secondment and work placements	50%	We are members of the West London Alliance which is made up of several GFE Colleges which is responding to local employment and education needs
	Develop a clear recruitment strategy that develops as market changes	100%	The College has increased its focus on CPD and has broadened the opportunities for staff to develop their skills through work shadowing, secondments and work placements. In response to an ever-challenging recruitment market, the College has developed trainee roles and graduate trainee schemes for teaching and support roles.
	To create meaningful career paths and job families	100%	College has devised a new people strategy in line with national and local priorities. The College has implemented a management and development program, and a mentoring and coaching scheme
	Implement a management development programme for BAME staff, so that they are able to achieve professional growth.	100%	The College has employed an additional coach to work with staff to develop their digital skills to enable them to complete and advanced digital skills qualification
	All teaching staff to have an advanced digital skills qualification	55%	

Target, aims and Strategic Objective	KPI 2 year success indicators	2024/25	Contribution to National, Regional and Local priorities
<b>4. To provide outstanding learning environments</b>	20% online delivery for all level 2 and 3 qualifications. Current value is 5%	15%	All level 2 and 3 qualifications will have a minimum of 15% online delivery for 2024-25. In 2024/25 learners will have the opportunity to work within the new Green Skills Hub and the Creative Skills Hub. Our learners and their feedback are part of the design for the new building. The new Campus plans align with Stanmore Colleges Property Strategy that was approved by the Board on 23 <sup>rd</sup> March 2021. Building work commenced in May 2024. The new build plays a key part in our new Community College
	Develop and implement a detailed Property Strategy to meet the needs of a modern curriculum	10%	
	To create a 100% net zero campus and reduce all reliance on carbon sourced energy	10%	The College recycles waste and sources electrical energy from renewal sources. Our new campus build is also being designed to Net Zero standards. The Board will then seek to ensure our legacy building are also energy efficient.
	To create a fully accessible campus for learners - Allow all learners to enjoy access to education	25%	The College has level issues in forms of accessibility however, these will be reviewed by the creation of our new Campus build. We will work with staff, students, employers and stakeholders to ensure the new campus meets the accessibility needs for all.
	To develop learning environments that are consistent with COP26 and the UK Government's Carbon Reducing Strategy	30%	The College is committed to sustainability and ensuring we reduce our carbon impact through our teaching and learning activities. We are following ESFA and AoE guidance on how to deliver our Sustainability Strategy.

Target, aims and Strategic Objective	KPI 2 year success indicators	2024/25	Contribution to National, Regional and Local priorities
<p><b>5. To develop new ways to further embed and promote Equality, Diversity, and Inclusion</b></p>	To increase female engagement in enrichment activities	40%	The College has revisited the membership of the equality diversity and inclusion committee. The student union have led on a respect campaign.
	To achieve investors in diversity	develop plan	Equality and diversity module in every curriculum area, further embedding through tutorial
	All staff to complete level 2 Qual in EDI	50%	The College has developed a more effective careers strategy, which contributes to amazing aspiration for all our learners.
	Create an environment in which individual contributions are recognised and valued	75%	The College is developing a model of careers guidance that will meet the needs of all our learners to improve motivation and overcome barriers to success
	Increase number of SEND learners entering into employment	10%	<p>We use staff and students' voice in our decision making and we challenge ourselves to think and act differently</p> <p>We will provide safe forums for our BAME students and staff to share their life experiences.</p> <p>Within lesson and schemes of Work, E &amp; D is embedded into the delivery and pedagogy</p> <p>The College is increasing its local partnerships with employers, particularly where there is under representation in line with the 7 protected characteristics</p>



Target, aims and Strategic Objective	KPI 2 year success indicators	2024/25	Contribution to National, Regional and Local priorities
6. To continue to be financially viable and to regularly invest for growth and sustainability to deliver outstanding curriculum and outstanding learning experiences	EBITDA	8.43%	The College has been financially outstanding with a healthy EBITDA ratio in recent years. Our 5-year financial forecasting and resource management will ensure that this ratio remains. The College has an approved Reserves Policy.
	Cash Days	179 Days	The Resources Committee are planning alongside our DfE build, to ensure our legacy buildings are also updated by 2028.
	Borrowing as a % of income	7.78%	The College borrowing has been falling as planned. The Resources Committee have received informed reports on our capital and loans. Therefore, this ratio will continue to fall as a percentage of income and there are no plans to extend borrowing.
	Pay to Income Ratio %	69.93%	The College pay to income ratio is higher than sector norms and there are plans to ensure there is efficiency within our curriculum. The aim is to bring the pay to income ratio closer to 60-65% within the first 2 years of the financial forecast.
	Achieve funding contracts	ESA YES GLA YES	Through robust curriculum and business planning the College will work with local and regional stakeholders to ensure our curriculum is demand led and meets the skills needs of North West London. By identifying curriculum inefficiencies and ensuring savings are spent on learners in the classroom.
	To increase income year on year	£12.668M	For example, ensuring there are minimum class sizes of 18 and courses are planned with appropriate GLH to their funding band.  The College has a good track record of achieving educational contracts though in the last 2 years has not met 16-18 ESFA learner number contract. With robust planning and identifying opportunities the College plans to submit growth cases for the areas in which we operate. Growth in curriculum will be demand led and meet the needs of all stakeholders. The College has also been successful in bidding for DfE Capital Improvement funds for our new build as well as SDF capital for our New Green Skills and Creative Skills Hub.

## 5. Local Needs Duty

The College has realigned its curriculum offer to meet the local skills needs. Unemployment levels are lower in Harrow than in other Boroughs of London, which we believe has some impact on the lower uptakes, than the expected regarding "skills for jobs" training and courses. We have reviewed the way we plan our curriculum, increased our participation with local employers, development and schools strategy and created new roles around "advice and community", "schools liaison" and business development.

- Stanmore College is one of six Colleges to benefit from the Capital Transformation Fund to update and refurbish College estates to provide facilities fit for the future.
- The College is working with the West London Alliance; students are embracing workshops and industry insight days and participating in Recruitment and Careers fairs in addition to holding on site.
- Stanmore College is working with the local authority and neighboring Colleges to provide a demand-led provision improving socio-economic status and community wellbeing and increase SEND provision for Harrow's growing SEND population.
- The College is offering ESOL provision and progression from entry to level 5 (teaching) on site and in the community, specifically at Harrow Arts Centre in local primary schools for parents, who cannot travel to the College.
- Stanmore College has a newly developed Green Skills Hub, Health and Social Care provision and Business includes elements applicable to hospitality and SME's such as customer service.
- The College is working closely with employers and sharing good practice to improve quality.
- As mentioned earlier, the College works closely with multiple organisations and digital skills are available face-to-face, online and in person.
- Retail skills are included in work experience opportunities.
- The College liaised with 90 schools in Harrow and the surrounding Boroughs and increases awareness of T levels and the wider curriculum.

- Employers and businesses are invited to attend the College and view latest facilities, influence the curriculum and discuss project work to develop aspects of their business and better prepare the future workforce.
- Communications campaigns via traditional and digital methods include information on Lifelong Learning entitlement, loans, free courses and other opportunities and are shared in multiple languages.
- The local area has seen a significant growth in job opportunities within creative industries. The College is creating a new media and creative hub which will be complete in August 2024.

## 5.1 Response to the LSIP Priorities and National Skills Priorities

### West London LSIP Cross cutting skills priorities

LSIP Priority	Current Provision 23/24	Review 23/24	Future opportunities 24/25
Digital	<ul style="list-style-type: none"> <li>• Through all 16-18 study programmes all learners take part in directed digital studies, which is timetabled.</li>   <li>• Generic digital skills are taught across all subject areas including use of Microsoft office and a focus on being safe online.</li> </ul>	<p>In Reviewing the priority of digital skills, in 23/24, 1267 Learners on study programmes completed 1 hour a week of digital studies. This was not consistently delivered across all courses and buy-in from the learners was fragmented. However, to ensure delivery and 100% uptake in 24/ 25 digital studies has been restructured to include the Microsoft badges which is certificated and recognised by employers.</p> <ul style="list-style-type: none"> <li>• All learners 16-18 and adult learners received a Microsoft office account when they enrolled, this allowed learners to use the software to complete assignments. Learners also used the digital platform of Turnitin. It was noted that some learners needed extra support/ training in using this platform, therefore in 24/25 additional session will be added to induction.</li>   <li>• Proud to report that 1267 learners received teaching on staying safe</li> </ul>	<p>Implementation of Microsoft accredited digital skills badges for all learners.</p> <ul style="list-style-type: none"> <li>• The college is set to grow its digital provision through T level delivery in 2024/25. We will have a second intake of T levels in digital.</li>   <li>• Directed digital skills will continue to be delivered as part of the study programme to ensure that learners are developing their digital skills further. Which is aligned to providing the individuals who are digitally proficient to ensure that they are contributing to the skilled workforce.</li> <li>• Bespoke training and support to be implemented during induction on Microsoft office for those learners who require this support.</li> <li>• Refresher training for all learners on staying safe online through tutorials.</li> </ul>

		online through the tutorial programme. Next academic year this will be time-tabled and revisited termly.	
Green including construction	<ul style="list-style-type: none"> <li>• Within all 16-18 study programmes all learners have a unit that they complete on green skills and sustainability. New green skills hub opened in June 2023 through this, green skills courses will be delivered.</li> <li>• Study programmes, students will all have tutorials that have content related to sustainability, carbon literacy and how to plan for Net0.</li> <li>• In line with the net zero plan the health and social care learners contributed to this by planting trees.</li> </ul>	<ul style="list-style-type: none"> <li>• In reviewing the green and construction priority 1267 learners have completed a unit on sustainability increasing their knowledge and awareness of the issue of sustainability. To ensure that this relevant to industry learners in 24/25 learners will be involved with the colleges new build.</li> <li>• 1267 study programmes learners had tutorials delivered on sustainability and the impact of sustainability in the future world.</li> <li>• Planting trees -This has been an excellent initiative that will be rolled out across other curriculums in 24/25.</li> </ul>	<ul style="list-style-type: none"> <li>• The College is working with the West London skills alliance and local employers to develop: <ul style="list-style-type: none"> <li>• Programmes in carbon literacy</li> <li>• Training programmes in electrical/hybrid technologies</li> <li>• Clear progression pathways particularly focusing on environmental safety and sustainability for business.</li> </ul> </li> <li>• In 25/26 all 16 – 18 students will have the opportunity to undertake a suite of sustainability qualifications.</li> <li>• As part of the college new build which started in May 2024 all learners will be involved in the construction with Bouygues.</li> <li>• Further initiatives within departments on planting trees in the local community in 24/25.</li> </ul>

<b>LSIP Priority</b>	<b>Current Provision</b>	<b>Review 23/24</b>	<b>Future opportunities 24/25</b>
Inclusive recruitment and in work progression	<ul style="list-style-type: none"> <li>• Numeracy programmes have been offered to adults by Multiply</li> <li>• The College has increased its numbers in mainstream and EHCP's</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive recruitment and progression- In 23/24, 257 learners have been enrolled in enhancing their numeracy skills as part of multiply. Further work is needed in developing numeracy programmes for adults.</li> <li>• The college has 85 learners enrolled who were identified with an EHCP. Further work is needed in ensuring that the support for EHCP learners is identified early, so that these will have the right support in place when starting their programmes of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop bespoke numeracy qualification for adults to ensure that adults are improving their numeracy skills.</li> <li>• Further work is needed in insuring that the support for EHCP learners is identified early for these learners starting their programmes of study</li> <li>• Increasing the number of learners on EHCP's working with London Borough of Harrow</li> <li>• Developing supported internships</li> <li>• Providing further opportunities to deliver, Maths, English and Science programmes in conjunction with employers</li> <li>• Provide SWAPS in H&amp;SC, Childcare, Customer Service and Retail</li> </ul>
English for speakers of other languages (ESOL)	<ul style="list-style-type: none"> <li>• The College has increased its provision in ESOL young and adult programmes providing appropriate English or maths qualification for all 16-18 who do not have a level 2 pass- This is to support the individual and local needs</li> <li>• Currently offering pre-entry, entry level 1, Level 2 and level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of the ESOL provision in the college in 23/24 highlighted that 55 ESOL learners were on full study programmes. learners were enrolled on ESOL programmes at pre-entry, entry 1, entry 2 and Entry 3 with business.</li> <li>• Next year the curriculum offer needs to be extended for 16-18 years old with ESOL with programmes to develop their skills in subject specific.</li> </ul>	<ul style="list-style-type: none"> <li>• The College is developing ESOL skills programmes which embed English as a second language. The programmes are 'ESOL with portfolio'- this is to ensure that learners are upskilling in tailored training courses.</li> <li>• ESOL with Health,</li> <li>• ESOL with Engineering,</li> <li>• ESOL with Business,</li> </ul>

		<ul style="list-style-type: none"> <li>In 23/24 the college enrolled 448 learners studying ESOL programmes which equates to 1053 qualifications ranging from non-regulated, pre-entry to level 2. This has enabled learners to upskill in their written and spoken English preparing them for employment.</li> </ul>	<ul style="list-style-type: none"> <li>ESOL with Digital and</li> <li>ESOL with Early years</li> <li>ESOL with Beauty</li> <li>ESOL with Theory test</li> </ul>
Careers Advice and Essential Skills	<ul style="list-style-type: none"> <li>All students complete a BKSB assessment on enrolment</li> <li>ESOL have a bespoke diagnostic assessment</li> <li>Regular careers fairs</li> <li>Careers team deliver careers advice on a variety of topics: Progression Apprenticeships UCAS Individual career advice and programme Applying for jobs CVS and application guidance</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the careers advice and guidance has identified that 1257 16-18 study programme learners completed their BKSB in English and maths, and 73 Adult learners have completed the BKSB. Ensuring that early identification of support is put in place for all learners. Further work is needed, to ensure BKSB is implemented for progressing learners before the end of term.</li> <li>448 learners enrolled on ESOL programmes have completed the ESOL diagnostic test at enrolment. This guaranteed that support for ESOL learners was identified before they began their classes.</li> <li>Careers fayre took place on the 27<sup>th</sup> February 2024, the event was accessible for all learners on</li> </ul>	<ul style="list-style-type: none"> <li>Further work is needed to ensure that support is put in early for learners to support learners with English and maths support.</li> <li>The college is developing a comprehensive plan to deliver careers provision to all students working closely with West London Careers Hub to raise awareness of the realities of the West London economy and to reduce the current mismatch between aspiration and expectation of young people in West London.</li> <li>To further develop the technical career pathways available in the locality.</li> <li>The tutorial programme for 24/25 is currently being reviewed to ensure that all</li> </ul>

	<p>Mock interviews Work placements Alternative routes other than university 1:1 advice and support</p> <ul style="list-style-type: none"> <li>• Implementation of Gatsby Benchmarks</li> </ul>	<p>educational programmes at the college. There was a wide variety of stalls from apprenticeship, universities and local businesses. This event requires a focused strategy to ensure all learners attend.</p> <ul style="list-style-type: none"> <li>• Through the tutorial programmes the careers department's delivery is embedded into covering progression, apprenticeship week, UCAS, CV support, work placement offers and alternative routes to university. The tutorial programme for 24/25 is currently being reviewed to ensure that all Gatsby benchmarks are embedded and implemented.</li> </ul>	<p>Gatsby benchmarks are embedded and implemented.</p>
<b>LSIP Priority</b>	<b>Current Provision</b>	<b>Review 23/24</b>	<b>Future opportunities 24/25</b>
Aligning and increasing funding	<ul style="list-style-type: none"> <li>• Although the College currently offers T levels, take up has been incredibly slow as there is still a lack of understanding of progression routes and many learners and parents are still favouring BTEC</li> <li>• The College is funded for students on a T level programme and if it doesn't hit the required number, the funding cannot be</li> </ul>	<ul style="list-style-type: none"> <li>• While reviewing the current T level provision in 23/24 we have 76 learners enrolled on T level programmes spanning over EYC, business, digital and accounting. Numbers across T levels are low. However, New provisions in engineering and health are on offer from 24/25. Closer links with schools is a priority for 24/25. This will improve engagement of our school progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Closer links with schools is a priority for 24/25 to educate young learners on what T levels are and what we offer here at the college.</li> <li>• The College is continuing to look at ways of working in collaboration to develop partnerships with local employers.</li> <li>• The College will be working in partnership with local employers to pilot a community 'give back' programme that benefits both parties.</li> </ul>



	<p>transferred to another level 3 programme e.g. BTEC</p> <ul style="list-style-type: none"> <li>• Multiply programme is being delivered through our adult program (level 2) to help with further development of maths skills which is in line with government priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Government priorities of developing numeracy skills for adults has resulted in the college engaging 257 Learners through the multiply funding. There have been missed opportunities to meet the funding allocation. Next year this will be addressed by the new Head of Faculty for maths.</li> </ul>	<ul style="list-style-type: none"> <li>• The College will increase liaison with the employers around the design and delivery of skills programmes.</li> <li>• Looking at level 3 GLA funding for adults wishing to retrain in early years.</li> <li>• Bespoke numeracy courses to upskill adults to be implemented into the curriculum plan</li> </ul>
--	--	--	--

<b>LSIP Priority</b>	<b>Current Provision</b>	<b>Review 23/24</b>	<b>Future opportunities 24/25</b>
<p>Communications and engagement with employers</p>	<ul style="list-style-type: none"> <li>• The College has implemented several an employer engagement events where local employers have been invited into the College.</li> <li>• As a college, we have shared the LSIP and the priorities. This has been a termly event for all employers who have been working to shape the curriculum and to meet the skill shortage</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and engagement with employers has significantly improved this year. We have had over 100 employers that have been invited and attended our employer breakfasts. Within all the breakfast meetings the focus on the LSIP priorities have been shared with the employers and discussed. key providers have been highlighted in line with the LSIP priorities.</li> <li>• Currently the college is working with 70 employers with work placements for our 16-18 study programme learners. This has been a vast improvement on previous years and the employers feedback on learners in placement has been exceptional.</li> </ul>	<ul style="list-style-type: none"> <li>• The College is going to formulate an employer’s advisory forum and a business strategic alliance where all members will receive benefits for their participation including live projects</li> <li>• College will provide opportunities to the members of the strategic alliance for a meaningful relationship and genuine partnerships, opportunities to use the Colleges facilities will also be provided</li> <li>• Opportunity for employers to have a greater understanding of the skills and education landscape</li> <li>• Employers’ forum will provide better and effective communication channels</li> <li>• There will be several access points to this forum</li> <li>• The College will develop a student transition programme from study to work and there will be opportunities as part of the employer skills hub in the new campus</li> </ul>

<b>LSIP Priority</b>	<b>Current Provision</b>	<b>Review 23/24</b>	<b>Future opportunities 24/25</b>
Health & Social Care	<ul style="list-style-type: none"> <li>• Currently deliver level 1/2 &amp; 3 for 16-18 study programme and 19+ access programmes including access to nursing.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and social care is a key priority in the LSIP. In 23/24 the college recruitment in health and social care for 16-18 resulted in 91 learners, this equated to 32 learners at level 2, 34 learners level 3 year 1 and 25 learners at level 3 year 2.</li> <li>• 19 + Access programme in health and human sciences recruited 27 learners.</li> <li>• In Reviewing the curriculum offer there needs to be strategy set around recruitment on access into nursing as this is a key priority.</li> <li>• 24/25 the T level in health will also be in the curriculum offer.</li> </ul>	<ul style="list-style-type: none"> <li>• The college will be delivering T levels in health and science from September 2024.</li> <li>• The college is working on developing partnerships with RNOH and Northwick Park Hospital to develop Business with Health courses and Engineering with health programmes to support skills shortages.</li> <li>• The study programme has been further developed to include a skills passport enabling learners to gain skills in mental health and resilience (soft skills).</li> <li>• Further opportunities to develop alternative pathways into the health and social care sector.</li> </ul>
Creative Media and Digital	<ul style="list-style-type: none"> <li>• Creative courses level 2 &amp; 3 16-18 and adult</li> <li>• Level 2 &amp; 3 media which include pathways in tv, film, game design, animation and multimedia</li> <li>• Level 3 applied in architecture, engineering, and product design</li> </ul>	<ul style="list-style-type: none"> <li>• In January 2024 as part of the LSIF bid project 2, the college was awarded funding to refurbish the creative media department at Stanmore college. This aligns with the LSIP priority. This will provide the students with a state-of-the-art facilities and equipment enabling the college to deliver a wide variety of</li> </ul>	<ul style="list-style-type: none"> <li>• Working with the West London creative skills hub and JGA</li> <li>• Developing closer links with business and creative industries</li> <li>• Students undertaking creative and media courses will have the opportunity to complete a business module around setting up a business, self-employment, and general business skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Level 1 in art, design, and media</li> <li>• Level 4 foundation diploma in art &amp; design</li> </ul>	<p>creative programmes and aligning with the skills that employers need in the workplace.</p> <ul style="list-style-type: none"> <li>• 16-18 recruited has resulted in 119 learners retained on art/media courses. There are a variety of pathways that learner's study which is games and animation, multimedia, art and architecture. In 24/25 further pathways have been added to align with the key priorities of LSIP.</li> <li>• Adults' programmes have not recruited in 23/24 in creative media. Through business planning in year adult courses have been added to the plan. We need to ensure that we have an adult curriculum offer in this area to upskills individual who want to enter careers within this industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing partnerships with Ravensbourne, UAL, Coventry University and the University of West London</li> <li>• To develop partnerships with local film studios (e.g. Pinewood)</li> <li>• Working with a wide range of creative media companies to develop skill related qualification for learners who want to enter this career pathway.</li> <li>• Develop adult skills specific qualifications in creative media.</li> <li>• Develop further pathways in media for 16-18.</li> </ul>
<b>LSIP Priority</b>	<b>Existing Provision</b>	<b>Review 23/24</b>	<b>Future opportunities 24/25</b>
Transport & logistics	<ul style="list-style-type: none"> <li>• No current curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• No current curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Working with local and regional motor vehicle companies, employers, and training providers to deliver the programmes below: Service, maintenance, and repair/electric hybrid vehicles maintenance.</li> </ul>
Manufacturing including food	<ul style="list-style-type: none"> <li>• No offer currently</li> </ul>	<ul style="list-style-type: none"> <li>• No current curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• We are currently developing industry relevant professional skills programmes in the following areas: Engineering &amp;</li> </ul>

			manufacturing/Mechatronics L2 & Metrology L2.
Retail	<ul style="list-style-type: none"> <li>No offer currently</li> </ul>	No current curriculum	In September 2024 the college plans to offer business with fashion and retail.  We currently have a transition programme with Shaftesbury School to meet the huge demand for post 16 SEND provision. We will be developing hospitality, retail and horticulture pathways for foundation learners progressing to supported internships.
Hospitality	<ul style="list-style-type: none"> <li>No offer currently</li> </ul>	No current curriculum	

In addition to the LSIP priorities the DfE have identified 7 national skills priorities. These have been agreed due to high and increasing volumes of vacancies. The 7 national skills priorities are:

**Engineering, Construction, Manufacturing, Digital and Tech, H&SC, Haulage and logistics, Science & Maths**

<b>National Priorities</b>	<b>Current Provision</b>	<b>Review 23/24</b>	<b>Future Opportunities 24/25</b>
Engineering	<ul style="list-style-type: none"> <li>Level 1 Certificate in engineering</li> <li>Level 2 Diploma</li> <li>Level 3 Extended diploma</li> </ul>	<ul style="list-style-type: none"> <li>Engineering is a key national priority. In reviewing engineering at the college in 23/24 Level 1 engineering did not recruit due to low number, however we enrolled 21 learners onto the level 2 in engineering. At level 3 we have enrolled 38 learners into the year 3 year 1 on the extended diploma and have 28 learners completing the</li> </ul>	<ul style="list-style-type: none"> <li>In 24/25 the T level in maintenance, installation, and repair for engineering is in the curriculum offer.</li> <li>Level 1 EAL diploma in engineering technologies</li> <li>NVQ diploma in engineering operations</li> <li>The college is developing a partnership with regency college</li> </ul>

		<p>level 3 extended diploma this current year.</p> <ul style="list-style-type: none"> <li>• All learners have had the opportunity to visit live construction site which enhances the learner experience and the opportunity to look at apprenticeship within the field of engineering.</li> <li>• All engineering learners will be involved with the new build and the construction work with Bouygues moving forward in 24/25 up until 2027.</li> <li>• Currently working on a partnership with regency college in London which will allow our students the opportunity to use their state-of-the-art facilities.</li> <li>• Upskilling of staff and industry experience is a necessity to deliver engineering courses.</li> </ul>	<p>in London to enable learners to use their state-of-the-art facilities which replicates what is used in the engineering industry.</p> <ul style="list-style-type: none"> <li>• To increase female participation in engineering and other STEM programmes.</li> <li>• 'Engineering Heros' programme developing engineering skills to armed forces personnel who are leaving the sector.</li> <li>• As part of the college new build which started in May 2024 all engineering learners will be involved in the construction with Bouygues in 24/45 up until 2027.</li> </ul>
Science & Maths	<p>Level 2 &amp; study programmes in science</p> <p>Maths resits as part of the 16-18 study programme.</p> <p>Access to higher education science and health pathways</p> <p>GCSE resits in maths and science programmes for adults</p>	<ul style="list-style-type: none"> <li>• Evaluating science and maths as a college, in 23/24 27 learners were enrolled and retained on the Level 2 in science this is a significant improvement on last year with a cohort of 15. At level 3 we have recruited and retained 72 learners at level 3.</li> <li>• 19 + Access programme in health and human sciences recruited 27 learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Further activity and developed in designing bespoke numeracy courses for adults.</li> <li>• Developing Access to HE portfolio</li> <li>• Developing science programmes with RNOH and Northwick Park Hospital</li> <li>• Providing Bio Engineering, digital science and technical sciences facilities to business and employers</li> <li>• T Level in Science</li> </ul>

	<p>Adult learners completing Multiply programme</p>	<ul style="list-style-type: none"> <li>• The T level in science did not recruit in 23/24. With the introduction of the new T level in health the college will expect to have a cohort in this T level as the specification, and pathways are more specific and related to careers within the field of work.</li> <li>• There was no recruitment to the GCSE resit in science for adults so further work needs to be completed to ensure that there is recruitment for 24/25.</li> <li>• 641 learners which includes 16-18 and 19 + learners were enrolled and entered for the GCSE resit in maths in June 2024.</li> <li>• Government priorities of developing numeracy skills for adults has resulted in the college engaging 257 Learners through the multiply funding. There have been missed opportunities to meet the funding allocation</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE resit in sciences for adults</li> <li>• Offer functional skills in maths to adults</li> </ul>
--	---	--	---

**Other West London local skills priorities**

The West London Local Skills Improvement Plan also identified a number of other priorities, these being: prior attainment being included within an upskilling programme, tutor shortages in green skills. The cost of training courses, the lack of flexibility in some of the funding machines. Clarity of benefits when transitioning into employment.

**Corporation Statement**

On behalf of Stanmore College, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation, and fulfils the statutory local needs duty

This plan will be published on the College website within three months of the start of the new academic year and can be accessed on the Stanmore College website.

Signed: .....	Signed:.....
Annette Cast	Gideon Schulman
Principal & Chief Executive:	Chair of Governors:
Dated: 25 <sup>th</sup> June 2024	Dated: 25 <sup>th</sup> June 2024