

2024/25

CROYDON COLLEGE:
ANNUAL ACCOUNTABILITY
STATEMENT



Croydon
College



COULSDON
SIXTH FORM COLLEGE

CONTENTS

Purpose & Key Priorities	1
Context and Place	3
Approach to developing the annual Accountability Statement.....	6
Engagement with local Stakeholders	10
Contribution to Skills Priorities – College Annual Objectives	12
Croydon College targets for the 24/25 academic year:.....	13
Local Needs Duty	16
Corporation Statement	16

Purpose & Key Priorities

The purpose of Croydon College is:

Transforming lives in Croydon and the surrounding areas. Equipping individuals with the knowledge, skills and capabilities to develop their careers and play their part in society. Building successful, thriving communities.

The mission of Croydon College is:

We are ambitious for our learners. We create the environment where people learn together as part of a vibrant community and achieve their potential. We work in partnership with a wide range of organisations and work to build bridges between learners and employers.

We aspire to be the first choice as a place of opportunity, providing a great experience for our learners, employers and all those who work here. We are innovative in our approach to learning and the courses we teach, so that our learners are well equipped for the future of work. We go beyond the academic, giving learners the life skills they need. We continually review and refresh what we do so that our learners are placed for the very best opportunities. A curriculum for life.

We serve some of the most diverse communities in London. We embrace the differences and seek to bring out individual brilliance. We know that many face challenges in their everyday lives and we create a safe, inspiring environment so they can flourish and progress. We support and nurture those who are vulnerable.

Our values underpin what we do. We value the people who work for and with us, enabling them to be their best. We take sustainability seriously and are working towards being a net zero organisation.

We seek to be recognised as a role model as both education and anchor institution, and for the journey we are undertaking. We will aim to achieve this through 5 strategic priorities:

1. **Exceptional outcomes**

Learners are at the heart of Croydon College. Excellent teaching and learning experiences will enable individuals to achieve exceptional outcomes and progress towards their careers.

2. **Skills for successful careers**

Building strong partnerships with employers delivering what they need in the employees of the future. We will develop courses and learning experiences which equip our learners to step into the world of work and forge meaningful careers.

3. **Great place to work**

A high performing culture where all individuals are valued. We nurture our people, enabling them to develop and grow. We aim to stay ahead through learning and innovation to realise our collective ambitions.

4. **Making a difference**

We will identify opportunities to make a social impact, involving both learners and staff. We will integrate our active contribution into our learners learning and other activities. We will seek to actively build pride in our college and our communities. Strengthening the College as an anchor institution and creating new stories.

5. **Foundations**

We will make the most of our estate; use IT effectively to innovate and work more efficiently; maintain strong financials and focus on performance. We will develop our marketing and branding to position the college to reflect our vision, strengths and potential.

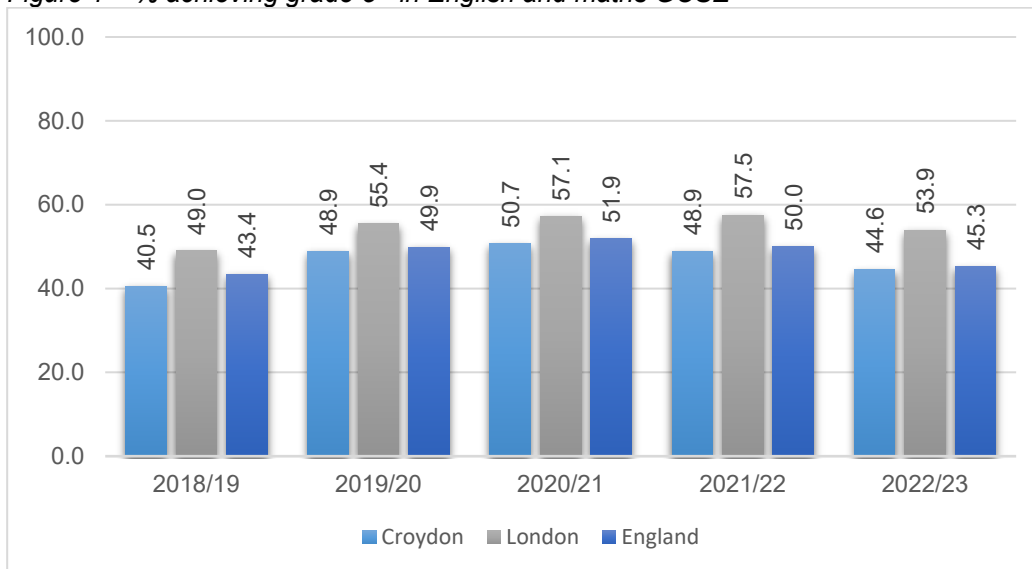
The Annual Accountability statement will reflect and support the delivery of these priorities and document how Croydon College is discharging its obligations under the Local Needs Duty to continue to ensure the college meets local skills needs.

Context and Place

The London Borough of Croydon is the largest of all the London boroughs in terms of population, with approximately 390,800 residents (ONS Census 2021). Croydon has the 7th largest proportion of young people in London, which has implications on the types of services required to cater for the youth in Croydon. The affluence in the south of the borough masks the deprivation in the north and east of the borough in Borough Level Statistics, where one neighbourhood area in the ward of West Thornton is in the top 5% most deprived areas in the country.

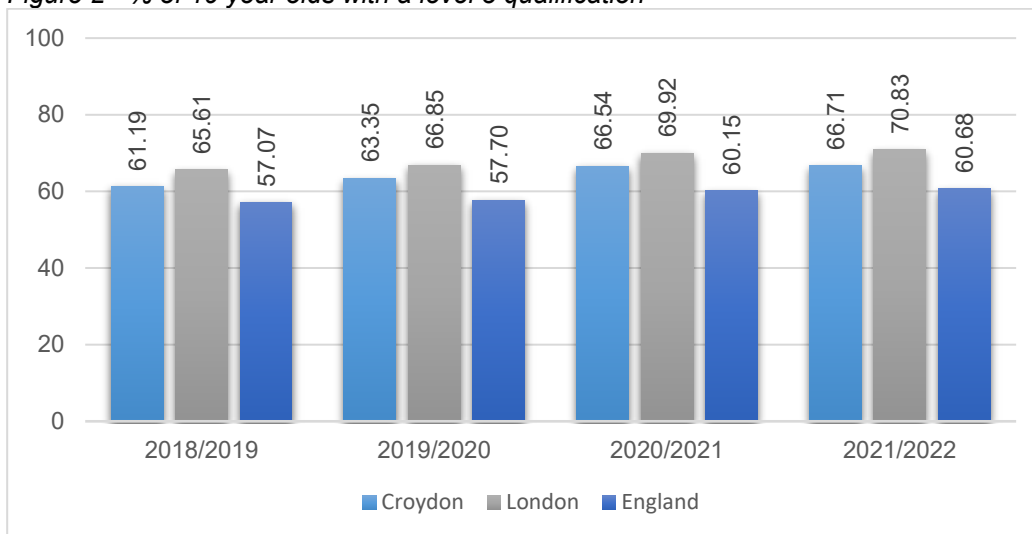
Educational attainment in Croydon is relatively low. Key Stage 4 attainment 8 scores are consistently below London and national average, and English and maths attainment of GCSE at Grade 5 or above is consistently below London and national average at 44.6% [Figure 1]. The proportion of people with a level 2 or level 3 [Figure 2] qualification at the age of 19 is consistently lower than London average. 16% of adults hold no qualification, this is the average for London. The low level of prior attainment is reflected in 65% of young people continuing English and maths.

Figure 1 – % achieving grade 5+ in English and maths GCSE



Source; [Explore our statistics and data – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

Figure 2 - % of 19 year olds with a level 3 qualification

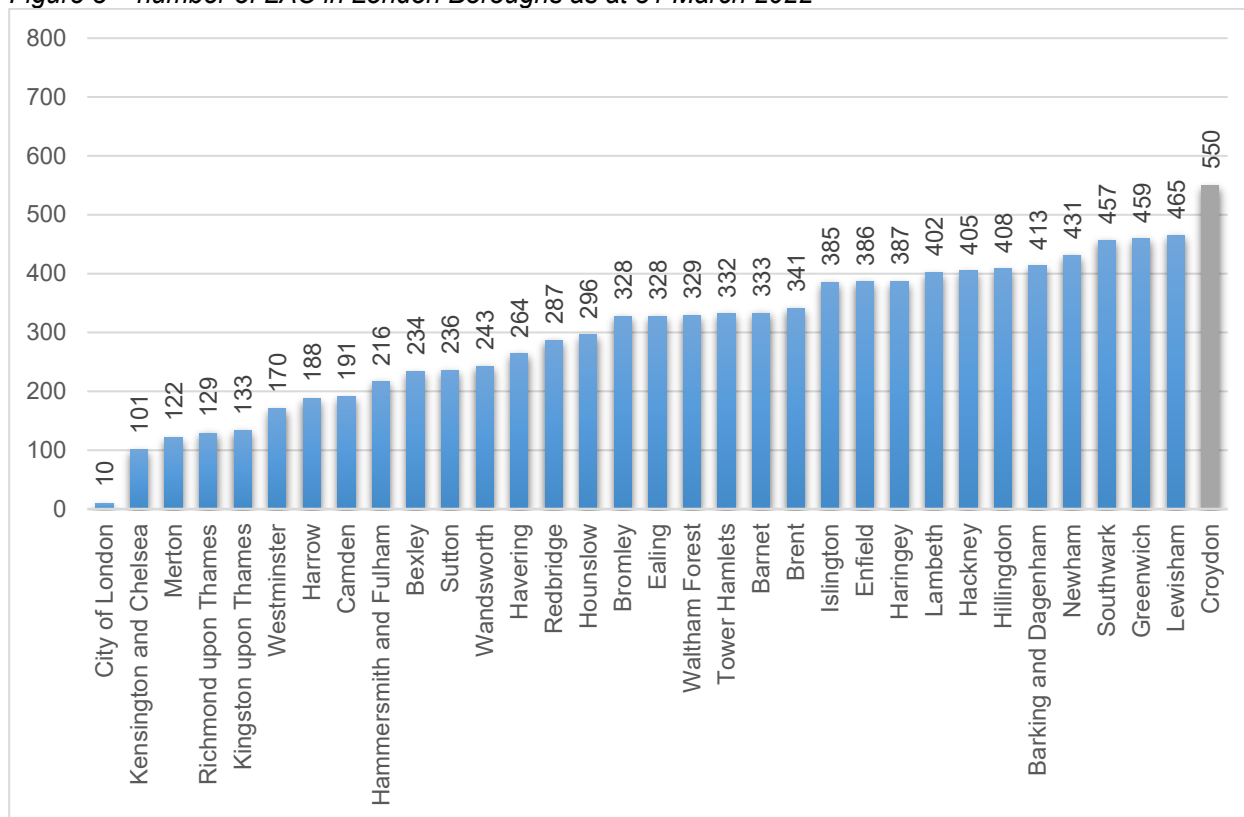


Source; [Explore our statistics and data – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

Indices of Deprivation highlight two areas where Croydon is particularly deprived, Housing and Crime. Of the 220 Lower Super Output areas in Croydon 38% are in the top 5-10% nationally, impacted by a very high level of homelessness (14th of 317 Lower Tier Authorities). Croydon has 12 Lower Super Output areas in the top 10% most affected by Crime nationally, and 3 in the top 5%, the Croydon campus is situated in Fairfield ward, one of the three areas most affected by Crime.

Croydon has the highest proportion of Looked After Children (LAC) of all local authorities in London [Figure 3], in addition, many of the unaccompanied young people who are dispersed into the responsibility of other local authorities are housed in Croydon. Most unaccompanied young people have very low levels of prior education.

Figure 3 – number of LAC in London Boroughs as at 31 March 2022



Source: [Explore our statistics and data – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

We are shaped to meet these local needs. In recent years we have expanded our Entry and level 1 provision to reflect the low levels of educational attainment in the community. ESOL has expanded to meet the needs of our newly arrived community, both young people and adults. Our Personal Development curriculum aims to keep our young people safe in response to high levels of local crime and violence¹. We have a large safeguarding team to support the complex needs of our learners, many of whom are impacted by poor housing and homelessness. Our English and maths provision at level 2 and below has continued to expand, focusing on individual progress.

More specifically both campuses reflect the needs of the community we serve,

1. Our Coulsdon campus will be a high performing community sixth form campus with predominantly level 3 A' Level, Applied General Qualification, and a smaller level 2 provision. The campus offers learners the ability to study a mixture of subjects to support

¹ MPS FY 2022/23 crime statistics note a 24.4% year on year increase of Knife Crime [18.2% increase with injury], and 87% year on year increase of Robbery of Mobile Phone. Public dashboard; [2022 - 2023 crime statistics | Metropolitan Police](https://www.met.police.uk/2022-2023-crime-statistics/)

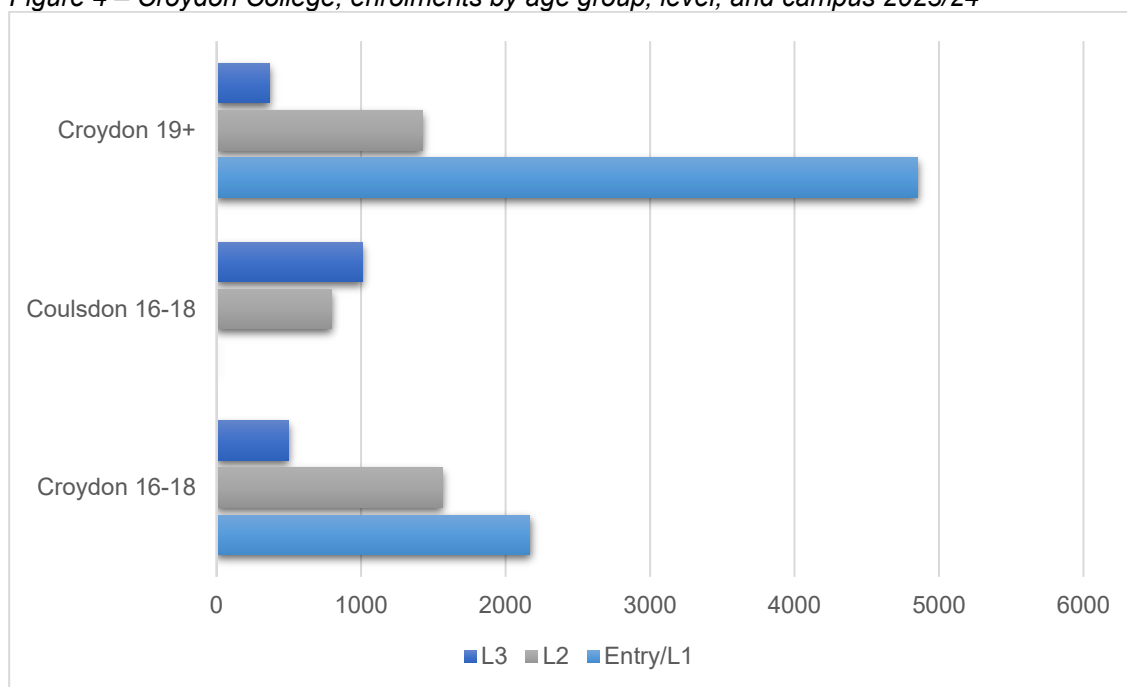
their aspirations to progress to Higher Education and Higher Apprenticeships. Prior attainment is relatively low for a sixth form college, with 45% of learners required to continue to study English and/or maths and an average GCSE score of 4.39 (English and maths only) on entry. Our high expectation of all our learners and focused support will enable our learners to attain high grades and progress to good destinations.

- Our Croydon campus in East Croydon provides a wide range of courses from entry level to level 6 including apprenticeships across a wide range of vocational areas with approximately 1,700 learners aged 16-18, 2,500 adults in further education (entry to level 3), 200 Higher Education learners and 200 apprentices.

A majority of the provision at the campus is at lower levels with a large ESOL offer for young people (22% of 16-18 provision at the campus) and adults (36% of adult provision at the campus). Prior achievement levels at the Croydon campus are low, approximately 79% study English and/or maths as they do not have a grade 4, (of these 24% have no GCSEs) and continue to study these subjects at the college. The average GCSE score for young people on entry is 2.22 (English and maths only).

The campus has an exceptionally high number of Looked After Children (LAC), who together with care leavers account for over 18% of 16-18 learners. The campus is proud to serve a large and growing proportion of learners with High Needs (237 learners) and EHC plans (264 learners). Regardless of prior attainment levels, Croydon campus focuses on supporting learners to achieve and progress towards their desired career.

Figure 4 – Croydon College; enrolments by age group, level, and campus 2023/24



Approach to developing the Annual Accountability Statement

Our initial approach to developing our annual accountability statement was to map our college to the national priority sectors and the priorities identified in the South London Partnership Annex of the Local Skills Improvement Plan, checking how we currently meet need by provision type.

Table 1: Priority Sectors by Funding Type

Yes ✓

No X

Increasing ↑↑ Stable ⇒ Under-development ↗

LSIP Priority Sectors	How we meet these local skills needs	16-18	Adult	APPR	Level 4+	Other local providers
Health and Social Care	<ul style="list-style-type: none"> We are increasing our Health and Social Care offer in line with employer and skills demands. There are currently 898 enrolments in Health and Social Care. In 2024/25 this will include the introduction of the T level in Health at the Coulsdon campus; We work closely with employers to ensure our curriculum content meets their needs. Our partnership with employers has enabled our learners to access high quality work placements, and supported very high achievement rates (92% in 22/23); Our successful partnership with the University of Roehampton enables our community to study for their Adult or Child Nursing Degrees at our Croydon campus supported by local placements to the Croydon Health Services NHS trust. We have 161 learners on a nursing degree and expect this to grow to 205 students in 2024/25; There are currently no apprenticeships in Health and Social Care, historically high staff turnover in the sector led to very low achievement rates; we will investigate the demand for high level apprenticeships in Health and Care; We are focusing our limited Adult Education Budget on the needs of our residents and skills needs of local employers. 	<p>✓</p> <p>↑↑</p>	<p>✓</p> <p>⇒</p>	X	<p>✓</p> <p>↑↑</p>	<ul style="list-style-type: none"> LSBU Degree in Adult Nursing John Ruskin Study Programmes in Health and Social Care at Level 2 and 3 CALAT Adult Level 1, 2, and 3 Care
Construction and the Built Environment	<ul style="list-style-type: none"> Our curriculum offer in this area continues to expand particularly in apprenticeships. There are currently 519 enrolments in 	✓	✓	✓	✓	<ul style="list-style-type: none"> John Ruskin; Carpentry and Joinery Level 1 and

	<p>Construction and Engineering classroom-based provision and 61 apprentices;</p> <ul style="list-style-type: none"> This year we introduced three new level 4 apprenticeships in Site Supervision, Quantity Surveying, and Building Services Engineering for a large local construction employer. These have since been rolled out to other local employers; In 2024/25 we are introducing Carpentry at level 2 and Brickwork Level 1 and expanding our higher apprenticeship offer; We are focusing our limited Adult Education Budget on the needs of our residents and skills needs of local employers. 	↑	⇒	↑	↑	2, multi-skills Level 1, Painting and Decorating Level 1 and 2, Plumbing Level 1 and 2
IT and Digital	<ul style="list-style-type: none"> We will continue to expand our IT and digital offer. There are currently 489 enrolments in IT and Digital; We offer digital media and IT at level 2 and 3 at both campuses, E-sports at level 2 and 3 at the Croydon campus, and are in the process of developing an E-sports and IT offer at level 4 at the Croydon campus to meet demand; We are focusing our limited Adult Education Budget on the needs of our residents and skills needs of local employers. 	✓ ↑	X	X	↗	<ul style="list-style-type: none"> John Ruskin IT level 1 and 2 and T level Digital CALAT Short Courses
Education	<ul style="list-style-type: none"> At the Croydon campus there are currently 260 enrolments in Education as defined by the LSIP. Largely in our high performing Childcare offer, from level 1 to level 3, supplemented this academic year with a T level cohort. By fostering excellent relationships with local childcare providers our learners benefit from high quality work placements and an employer informed curriculum; The college is developing a new HE partnership with a priority of developing Teacher Training capacity at the Croydon campus, we hope this will support the college and other education partners in the borough who are having difficulty attracting and recruiting to jobs in education; We offer a Teaching Assistant level 3 apprenticeship which has expanded this academic year, including staff from within the college; We are focusing our limited Adult Education Budget on the needs of our residents and skills needs of local employers. 	✓ ⇒	✓ ⇒	✓ ↑	↗	<ul style="list-style-type: none"> John Ruskin study Programmes in Childcare Level 1 and 2 & T-Level Childcare CALAT Adult provision; Entry and Level 1 childcare and parttime Early years practitioner and Teaching Assistants
Hospitality and Retail	<ul style="list-style-type: none"> There are currently 287 enrolments in the Hospitality and Retail sector. We continue to offer level 1-3 in catering. While elsewhere in the South London Partnership area the Retail and 	✓ ⇒	✓ ⇒	X	X	<ul style="list-style-type: none"> CALAT short courses in Customer Services

	<p>Hospitality sector continues to provide considerable job opportunities, these sectors are in decline in Croydon;</p> <ul style="list-style-type: none">• We support our SEND learners to develop their employability skills through enterprise activities including Better Brews (Catering), Vinted (Sales & Fulfilment), and working in the College Shop (Merchandising, & Sales).					
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The college also supports the following LSIP Crosscutting Themes:

Table 2 – Assessment of LSIP Crosscutting Themes

LSIP Priorities	How the College meets the Local Skills Needs	Area for Development
Build awareness and knowledge of Green Skills Pathways and Roles	<ul style="list-style-type: none"> We are working in partnership with other education and skills providers in the South London Partnership on the development of Green Skills with up-to-date CAD equipment for our growing level 4 Site Surveyor and Site Supervisor qualifications; We emphasise our own sustainability commitments and embed sustainability criteria and checks in all major procurement related activity. 	<ul style="list-style-type: none"> All curriculum areas are able to demonstrate how they have embedded sustainability in Curriculum and Quality Reviews in June 24. Continue to develop L4 provision in Green Skills within the LSIP partnership leading to growth of at least 120 learners per annum by the end of the 24/25 academic year.
Improving Provision of Digital Skills	<ul style="list-style-type: none"> The use of technology and digital skills is embedded in every Study Programme in the College, from the use of E-Resource, the method of work submission and learner tracking and monitoring. A majority of learners are supported to develop their digital skills. 	<ul style="list-style-type: none"> Develop an AI strategy Dec 24 Embed the development of Digital Skills for all learners, by ensuring they are also embedded in ESOL during the 2024/25 academic year.
Entrepreneurial Skills	<ul style="list-style-type: none"> Entrepreneurial skills are embedded in approximately 25% of study programmes through curriculum content and enterprise activities, for instance Business, IT and Travel at the Croydon campus in which learners are set tasks by employers and pitch their products. Art and Design who develop exhibitions, cost and sell their work. SEND learners who undertake an entrepreneurial curriculum managing a Vinted business, running a shop and a coffee service. 	<ul style="list-style-type: none"> Identify study programmes where the learners would gain from the development of entrepreneurial skills and provide targeted workshops to these learners to support entrepreneurial skills. To include: Construction, Hair and Beauty, Creative Arts, Engineering and Sport.
Transferable Skills	<ul style="list-style-type: none"> Teamwork, communication, punctuality and expected work behaviours seen as core skills in the LSIP for South London. In learners' time at college we aim to develop these skills as part of our Personal Development programme. As part of our new strategy we want to further embed these skills in our study programmes with the aim of ensuring every young person who studies at the college is prepared for the world of work; High Needs Funded learners work on a 50 EHCP outcome menu system where they benefit and learn skills including; independence, social communication, and employment. 	<ul style="list-style-type: none"> As part of our new strategic plan we are committed to doing more to prepare learners for their future careers. With 45% of our young learners living in households with very low income we need to develop their skills to provide more equitable access to career opportunities. We will develop a framework for Skills for Successful Careers in 2024/25 and trial the framework in 2024/25, embedding it in 2025/26.
Promoting Inclusion and Diversity in the Workforce	<ul style="list-style-type: none"> We have an Investors in Diversity accreditation and embed FREDIE throughout the organisation, supporting our community to understand and promote Inclusion and Diversity both in their time at college and beyond. We check Equality and Diversity policies of all major contractors; A SEND specific careers advisor supports learners to gain employment through advice, and vocational profiling. 	<ul style="list-style-type: none"> Targeted promotion of careers and support in industries where there is under-representation of particular ethnicities or genders.

Engagement with local Stakeholders

We work closely with a wide range of local stakeholders to ensure we meet the skills needs of our local community including employers. We have a close working relationship with the local authority and other key stakeholders such as Croydon NHS Trust, who are both major employers in the local area, as well as key anchor institutions. Our accountability agreement is informed by recent consultations with key stakeholders including the local authority, employers, the NHS Trust, and the voluntary sector, which explored what each stakeholder needed from the college.

We are a member of several key partnerships which ensure our offer continues to meet local needs, this includes The Town Centre Board, Develop Croydon, Croydon Education Partnership, Croydon Cultural Network, and South London LSIP Partnership. Active membership of these groups embeds the college in local developments and ensures we respond to local needs. For example, membership of the Town Centre Board has enabled the college to open opportunities for learners to be involved in the redesign of the new town centre.

Through the South London LSIP Partnership, the college collaborates with the South London Partnership, other local colleges, adult learning services and local authorities to support the LSIP priorities detailed in the LSIP annex for South London. Previously we have worked with the partnership on the delivery of an Electric Vehicle Green Skills Project, and we are currently collaborating through 2 further projects, one in retail for our SEND learners and the other equipping 2 new classrooms in the Building Information Modelling (BIM) curriculum for our growing degree-level apprenticeships.

The SEND learner project, in collaboration with college partners LSEC and South Thames, was designed to increase opportunities for SEND learners across the South London Partnership by opening a retail learning environment at the Croydon campus. This consists of a high-profile learner-run shop within the reception area at the front of the college, ensuring learners with SEND have opportunities to gain the skills needed for employment in the local community. The impact, noting the national statistic that on average only 1 in 12 SEND learners secure paid sustainable employment, will be improved chances of gaining meaningful and sustainable employment opportunities for SEND learners within their local community. We believe that this provides them with a sense of belonging, whilst contributing to the economic growth of Croydon and surrounding areas.

We are also a board member of the Croydon Education Partnership (CEP), a school-led education partnership, including all types of schools with the central purpose of improving local issues of quality and equity.

The immediate aim of the CEP is to address how we can make a difference to the lives of our children and young people, ensuring that the Partnership has real impact. The Partnership board has developed four working groups targeted to address local needs:

- Working Group #1 – Inclusion & Removing Barriers
- Working Group #2 – Recruitment & Retention of staff
- Working Group #3 – Mental Health & Wellbeing
- Working Group #4 – Literacy

For example, Working Group 2 recognises the skills shortage in education in Croydon and is bringing schools and colleges together with the local authority to collaborate on teacher recruitment strategies.

Our curriculum planning process takes explicit notice of the skills landscape in order to ensure that our curriculum and content are aligned to local skills needs. During the planning process curriculum leaders and managers interrogate data sources including Lightcast, Vector, and Navigate alongside strategies such as the Croydon Mayor's Business Plan, the LSIP South London Annex, the Skills Road Map for London, and DfE national skills priorities. For example, the college is developing level 4 Cyber Security and ICT in response to identified local, regional and national demand.

Contribution to Skills Priorities

Progress against 2023/24 Objectives

In our first Annual Accountability Statement we set out 7 objectives against which we made good progress across the academic year:

2023/24 Objective	2023/24 Outcome
1. Continued focus on growth of the Construction, Engineering, Digital, and Health and Care sectors to meet the needs of the local and regional economy	We have continued to focus on the development of new provision in the key LSIP South London sector areas of Construction, Engineering, Digital, Health and Care. We have grown study programmes and apprenticeships in these key sectors; as outlined below will continue this growth in 2024/25
2. Expansion of the T level offer, introducing Digital and Childcare T levels at the Croydon Campus in 2023/24	One additional T level route, in Childcare, recruited in the 23/24 academic year, with the college now offering 3 rather than the planned 4 T level routes. The T level in Digital did not attract applications. We will add to our T Level Portfolio in 2024/25 as detailed in our targets for the next academic year.
3. Continue to implement our Apprenticeship Strategy and grow our high-quality apprenticeship provision to meet local employer needs	Income for apprenticeships in the 2023/24 academic year will increase by 23% to nearly £1m, attracting a number of large employers to new courses at level 4; we are focused on continuing to grow our apprenticeship offer in 2024/25, targeting growth in income from £1m to £1.4m.
4. Ensure that new arrivals to the Country are able to access education in English required to be economically and socially active	We delivered ESOL to 318 16–18-year-olds on the 2023/24 academic year, marginally underachieving our target of 350 due to retention; we are enhancing our ESOL curriculum in 2024/25 to make it more engaging.
5. Improve work experience and work-related activities within the College to better prepare learners for the world of work or progress to further study	The college significantly improved work experience in the 2023/24 academic year, 30% of 16–18-year-olds will have an external placement and the remaining 70% will benefit from high-quality work-related activities. SEND learners are benefiting from a new curriculum focused on employability and entrepreneurial skills through running a College Shop, Vinted online store, a hot drinks delivery service, and other activities; in 2024/25 we are aiming for 40% external placements focusing placements on level 3 year 1 students.
6. To meet the College’s Teaching, Learning and Assessment Objective from the College’s Sustainability Strategy 2019-24 ‘To green the curriculum, enabling delivery of qualifications for sustainable jobs’.	Difficulty recruiting Motor Vehicle teachers has delayed the launch of the commercial EV training offer, however sustainability has been embedded in a range of study programmes and the college’s successful Salix* bid is supporting our first major step towards reducing our carbon footprint; the sustainability priority will roll forward to 2024/25.
7. Improve the Quality of Education across the college	Attendance across the college has improved to 84% and our predicted achievement at the Coulsdon campus is 80%. Achievement overall is expected to be just below the whole college target of 84%. We expect High Needs provision and Behaviour and Attitudes to be good at the next inspection.

* Public Sector Decarbonisation Scheme (‘PSDS’), run by Salix

Croydon College targets for the 24/25 academic year:

Target	Priority and mapping to <i>Strategic Plan 2024-29</i>	Actions	Measurement
1. Ensure all learners have the opportunity to develop their Digital Skills	LSIP cross cutting theme: improve the provision of digital skills <i>College Strategy Theme 1; Exceptional Outcomes</i>	<ul style="list-style-type: none"> Develop staff competence in the delivery of digital skills; Increase access to IT in ESOL classrooms to facilitate; Embed digital skills in the ESOL curriculum. Finalise the college's AI Strategy to create a forward thinking, innovative curriculum. 	<ul style="list-style-type: none"> All learners are supported to develop their digital skills for future employment during their main qualifications as demonstrated on Schemes of Learning.
2. Better prepare our young learners to have successful careers through the development of their personal skills on study programmes	LSIP cross cutting theme: transferable skills <i>College Strategy Theme 1; Exceptional Outcomes, and Theme 2 Careers</i>	<ul style="list-style-type: none"> All young learners have access to a tutorial scheme of work which includes; teamwork, communication, punctuality and expected professional work behaviours; 40% of young learners have an external work placement; All study programmes can evidence employer engagement within curriculum planning, and include employer engagement in the content and delivery of the programme of study; Embedding Entrepreneurial Skills in an increasing number of programmes of study, using live briefs from employers, dragons-den style activities, and targeted enterprise activities. 	<ul style="list-style-type: none"> All young learners access revised Tutorial Framework; 40% of young learners access external Work Placements; 100% of schemes of learning embed employer engagement; Learner survey 80% of young learners self-assess as having developed skills that prepare them well for working life; Improved opportunities in employment and self-employment evidenced through destination data.
3. Address identified local and national needs through the expansion of our T level offer in Health.	National Skills Priority Health and Social Care LSIP priority Health and Social Care <i>College Strategy Theme 1; Exceptional Outcomes</i>	<ul style="list-style-type: none"> Deliver the Healthcare Science T level at the Coulsdon campus; Continue to deliver Engineering, Childcare and Laboratory Science T levels; Plan for the expansion of T levels in 2025/26 to include: 	<ul style="list-style-type: none"> 15 learners studying T level Health; 66 T level learners in total during 2024/25.

		<ul style="list-style-type: none"> ○ Management & Administration; business improvement ○ Construction; building services design ○ Digital; digital business services (a different focus area to that which failed to recruit in 2023/24) 	
4. Address identified local and national needs through the expansion of our offer in Construction and the Built Environment, IT and Digital, Health and Care and Education	<p>National Skills Priority Construction and Engineering LSIP priority Construction and the Built Environment</p> <p><i>College Strategy Theme 2; Careers</i></p>	<ul style="list-style-type: none"> ● Expansion of the existing level 4 apprenticeships offer in construction; ● Introduction of the following new programmes: <ul style="list-style-type: none"> ○ Carpentry level 2 ○ Plumbing level 1 ○ Brickwork level 1 ○ HNC in Games Development ○ HNC in E-sports ○ Degree in Mental Health Nursing in partnership with Roehampton University ○ Teacher training - from Jan 25. 	<ul style="list-style-type: none"> ● Increase the proportion of provision meeting local skills needs; ● +30 enrolments in construction; ● +28 enrolments at Level 4 on E-sports and Games Development; ● +20 enrolments in Mental Health Nursing; ● Teacher Training programmes begins in Jan 25.
5. To raise learner achievement and attainment and support	<p>National Priority Skill for Jobs, The Skills Act 2022</p> <p><i>College Strategy Theme 1; Exceptional Outcomes</i></p>	<ul style="list-style-type: none"> ● Continue to develop the standards of teaching and learning through good leadership and management, training and development and sharing of good practice; ● Ensure learners received the information, advice and guidance they need to progress to quality destinations; ● Embed the new SEND curriculum ensuring all SEND learners access the employment/entrepreneurial curriculum; ● To improve learner retention in Green Skills, Innovation & Trades. 	<ul style="list-style-type: none"> ● To raise 16-18 achievement rates so they reach 83%, at both campuses; ● Raise the proportion of positive destinations from 89% to 91%; ● Learner retention in Green Skills, Innovation & Trades improved to college average.
6. To gain Good at our next Ofsted Inspection and be sustainably good	<p>National Priority Skill for Jobs, The Skills Act 2022</p>	<ul style="list-style-type: none"> ● Deliver the Improvement Plan to ensure that Quality of Education, Behaviour and Attitudes and Personal Development are sustainably Good; 	<ul style="list-style-type: none"> ● Good at the next Ofsted inspection; ● Achievement rates for Young People continue to improve to

	<i>College Strategy Theme 2; Careers</i>	<ul style="list-style-type: none"> Continue to improve teaching and learning to ensure that achievement continues to improve. 	83% at both campuses in 24/25.
7. To continue our journey towards net zero through further development of the sustainability agenda and our journey towards net zero by 2030	<p>GLA Priority for the decarbonisation of public buildings by 2030.</p> <p>National Priorities: UK Government 2050 net-zero emissions target</p> <p><i>College Strategy Theme 5; Foundations</i></p>	<ul style="list-style-type: none"> As Stage 1 of a Salix part funded decarbonisation project, installing solar panels, heat pumps, lagging and BEM optimisation measures to the Sports Hall building at the Coulsdon campus in summer 2025; Assessing the Investment Grade Proposals for the further decarbonisation of the Coulsdon main building and Croydon campus for the next Round 4 of the PSDS in Autumn 2024; Refresh the College's Sustainability Strategy for the 5 years period 2024/25-2028/29. 	<ul style="list-style-type: none"> £607k project spend and CO2 reduction of 38 tonnes annually; Assessment of costs and options for differing size projects to save up to total of 108 CO2 tonnes at Coulsdon annually and up to 518 tonnes annually at the Croydon campus; Deliver objectives for the estate, teaching, learning and assessment, and learner and staff engagement.

Local Needs Duty

In response to the Local Needs Duty as set out in the Skills Act (2022), Governors through the annual accountability agreement have reviewed the contribution that Croydon College makes to meeting local, regional and national skills needs. This document provides a summary analysis of how the college performs in relation to the priorities in the South London Annex of the London LSIP, and commits the college to a series of targets which will further our ability to support the LSIP, and priorities which also align with national sectoral priorities. This includes a commitment to increasing our provision in the key sectors of Health and Care, Construction and the Built Environment, IT and Digital and Education, directly and in partnership with other education organisations. It also commits the college to targets supporting the LSIP cross cutting themes of digital, transferable, and entrepreneurial skills.

The Board has taken into account the findings of our most recent Ofsted Inspection and subsequent Monitoring Visits and our recent Further Education Commissioner visits. The inspection recognised the college was making a reasonable contribution to local skills needs, aligning our curriculum well with local needs. In order to strengthen our contribution to local skills needs, the college is increasing employer engagement in curriculum content and is committed to developing the personal skills of our learners to support them to develop the skills needed for successful careers. This is also a key priority in our Strategic Plan.

We will continue to work with key local education partners who have a presence in Croydon and South London to review and refine our collective offer. This work includes engaging these partners to plan collaboratively how we can better meet local skills needs, presently and in the future. We will also continue to act as a key contributor to educational partnerships and initiatives across the region through sharing best practice, resources and skills. Our collaborative approach will build on our current partnerships in the Green Skills Sector, SEND and Higher Apprenticeships, strengthening our relationships with the communities we serve, and collectively improving local skills.

During 2023/24 the Board extended its existing Link Governor scheme to include Skills and Apprenticeships. The governors appointed to these posts will oversee the work undertaken by the college to achieve the targets set out in this Accountability Statement, and its commitments under the Local Skills Duty.

Corporation Statement

On behalf of the Croydon College Corporation, it is hereby confirmed that the Corporation conducts reviews in line with the local needs duty, resulting in this plan. The annual accountability statement sets out an agreed statement of purpose, aims and objectives as approved by the corporation on 27 June 2024.

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 via the following link: [The College - Croydon College](#).