Croydon College

ANNUAL ACCOUNTABILITY STATEMENT

2025/2026

CROYDON COLLEGE
ANNUAL ACCOUNTABILITY STATEMENT 2025/26

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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 wonderful 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 absolute 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 has the largest population of all London Boroughs, with approximately 397,800 residents (Croydon Observatory May 25). Croydon has the 7th largest proportion of young people in London, which has implications for the services required to support young people. The affluence in the South of the borough masks the deprivation in the North and East of the borough. 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 44.9% [Figure 1]. The low level of prior attainment is reflected in 65% of young people continuing English and maths.

The levels of local deprivation are visible in the proportion of young people in Croydon who receive Free School Meals in Secondary School, which at 27.6% is 9.2% higher than for England as a whole. The proportion of secondary school age students requiring Special Education Needs Support continues to grow and at 14.4% is 2.9% above that for London. The proportion of young men not in Education, Employment or Training aged 16 and 17 at 7.1% is considerably above the London rate of 3.9%.

Figure 1 – % achieving grade 5+ in English and maths GCSE
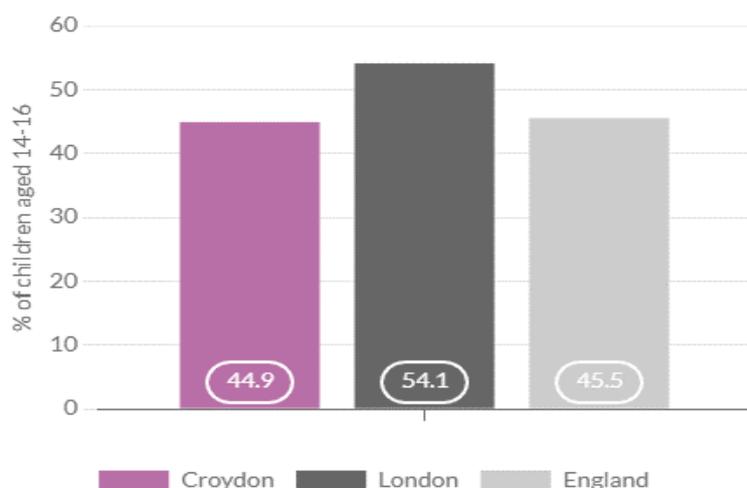
Percentage of 16- and 17-year-olds not in education, employment, or training (including Not Known) (2024

| Name	Male	Female
Croydon	7.1	5.4
London	3.9	2.9
England	6	4.9

Data from the Census in 2021 demonstrates that in comparison to London the proportion of the population who does not have a level 4 qualification is 6.7% smaller at 41%, 9th lowest of all London boroughs. The percentage of the population with no qualification is in line with London, while a higher percentage of the population are likely to have their higher level of qualification at level 1 or entry level, level 2, and level 3. This is reflected in the percentage of the Croydon workforce in professional occupations, which at 22.9% is 2.9% lower than for London and Managers, director, and senior officials at 12.7% compared to 14.6% for London as a whole.

Figure?? Highest Level of Qualification aged 16+

| Highest level of qualification	Croydon	(%)	London	(%)	England	(%)
Total: All usual residents aged 16 years and over	310,397	100.0%	7,103,985	100.0%	46,006,955	100.0%
No qualifications	49,877	16.1%	1,151,250	16.2%	8,317,789	18.1%
Level 1 and entry level qualifications	28,370	9.1%	545,269	7.7%	4,456,198	9.7%
Level 2 qualifications	38,241	12.3%	707,518	10.0%	6,126,130	13.3%
Apprenticeship	11,786	3.8%	227,622	3.2%	2,446,935	5.3%
Level 3 qualifications	45,535	14.7%	937,875	13.2%	7,784,977	16.9%
Level 4 qualifications and above	127,342	41.0%	3,316,829	46.7%	15,606,458	33.9%
Other qualifications	9,246	3.0%	217,622	3.1%	1,268,468	2.8%

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 an exceedingly elevated 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 college is situated in Fairfield ward, one of the three areas most affected by Crime.

The proportion of young people entering the criminal justice system in Croydon is significantly higher than London and nationally.
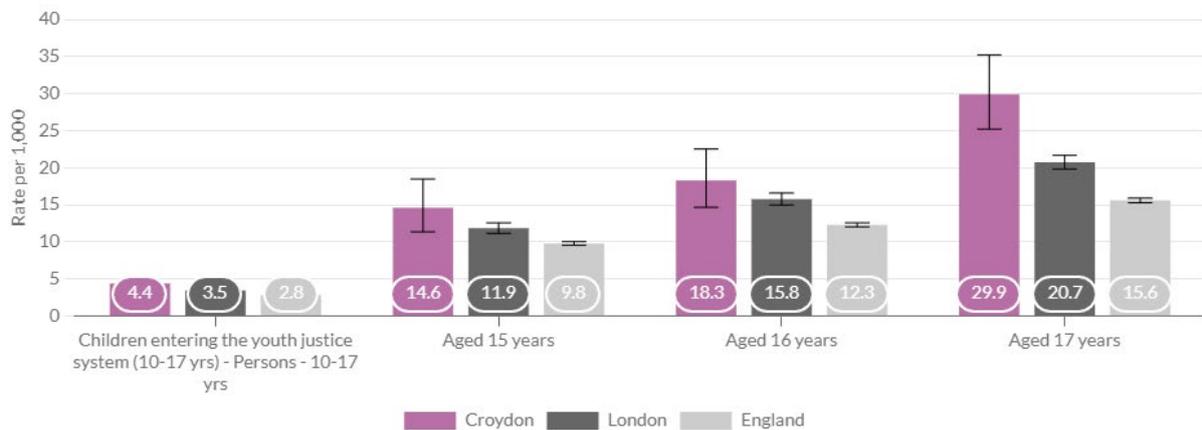
Croydon has the highest proportion of Looked After Children (LAC) of all local authorities in London [Figure 3]. In recent years, the number of Children who are Looked After by Croydon Council is declining, as responsibility for support young people in care is dispersed across the country. However, in practice the college continues to have exceedingly elevated levels of children in care, as the availability of housing in Croydon means local authorities, even those outside London provide their young people with housing in Croydon. The college currently has 199 children enrolled who are looked after by a local authority, 50 of those are looked after by Croydon Council, 70 from other London Local Authorities, 73 from other local authorities in England outside London and 6 from Local authorities in Wales. This increases to 317 if we include care leavers, only 83 for whom Croydon is the statutory parent.

Figure X – number of children Looked After London Boroughs as of 31 March 2023
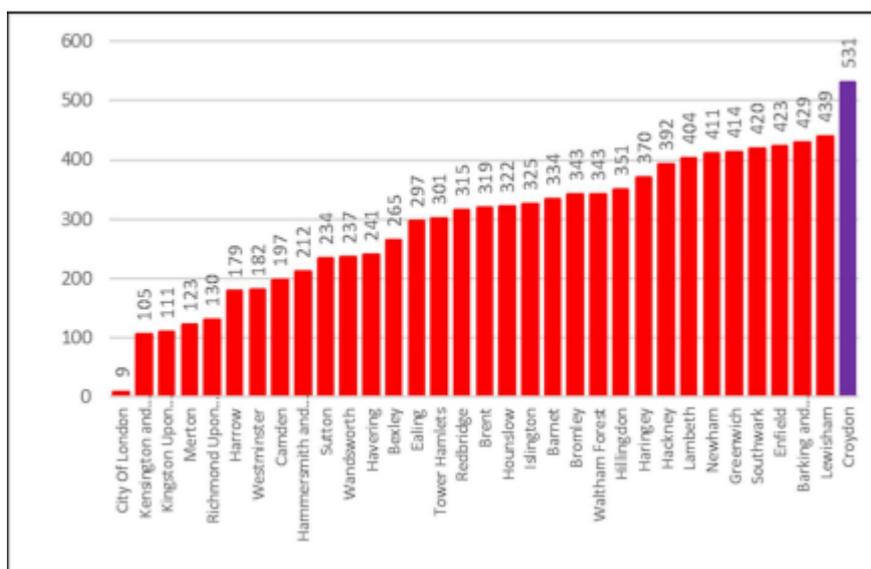
Source: explore-education-statistics.service.gov.uk

The college is 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 and in education in response to high levels of local Crime and Violence[1]. We have a large Safeguarding team to support the complex needs of our learners, many of whom are in the care of local authorities, and/or are impacted by poor housing, homelessness, and crime.   Our English and maths provision at level 2 and below has continued to expand to meet the needs of our students, focusing on individual progress.

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

1. Our Coulsdon campus is developing into a high performing community sixth form campus a vast majority of students study at level 3 on either A' Level or Applied General Qualifications, there is a small and decreasing level 2 provision, aimed only at those aspiring to Higher Education who narrowly missed entry requirements for level 3. The campus offers learners the opportunity to study a mixture of subjects to support 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 4.04 on entry. Our high expectation of our students and our personalised support enabling students to achievement well and progress to good destinations; an increasing proportion of student achieve high grades.

2. 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 (20% 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 80% study English and/or maths as they have not achieved a Grade 4 or above in English and

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[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

maths, of these one third have no GCSEs at all. The average GCSE score for the two thirds of young people who have GCSE's when they enrol is 3.1

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 (221 learners) and EHCP plans (235 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 level (inc. English and maths)
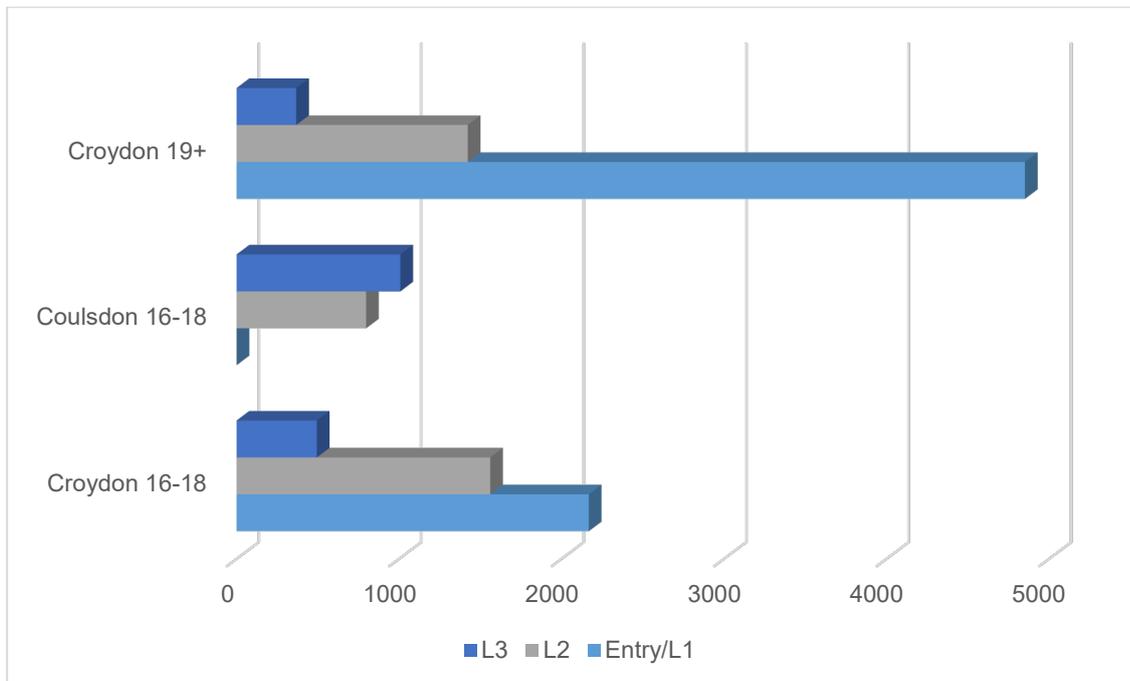
Approach to developing the Annual Accountability Statement

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 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	• The college is increasing our Health and Social Care offer in line with employer and skills demands. Health and Social Care continues to grow, in 24/25 there were 1047 Entry to L3 enrolments an increase of 149 on the previous year. • Employers inform the Health and Social Care curriculum to ensure our curriculum content meets their needs. Our partnership with employers has enabled our learners to access high quality work placements, and supported elevated levels of student achievement; • Our successful partnership with the University of Roehampton has continued to expand adding Mental Health and Associate Nursing to the established Adult and Child Nursing Degrees at our Croydon campus supported by local placements to the Croydon Health Services NHS trust. We have 153 learners on a nursing degree. • In April, this year we began to market and recruit Health and Social Care apprenticeships and are also working with an employer to bid for a Bootcamp for next year. • We continue to actively bid for additional funding to expand out adult Health and Social Care offer.	✓ ⇑ Level 1, 2 and 3	✓ ⇒ Level 1, 2 and 3	✓ ⤴ Level 2 and 3	✓ Level 4, 5 and 6	• 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

Subject Area	Description					Providers

Construction and the Built Environment	• Our curriculum offer in this area continues to expand particularly in apprenticeship There are currently 465 enrolments in Construction and Engineering classroom-based provision and 142 apprentices.
	• This year we introduced Carpentry at level 2 and Brickwork Level 1 and expanding our higher Apprenticeship offer.
	• In 25/26 new provision will include:
	  ○ Electrical group at L2
	  ○ Carpentry at L3
	  ○ A T level in engineering and manufacturing
	  ○ A skills bootcamp (if our bid is successful)
	• Our limited AEB is fully committed, there is no room in the budget for growth.
		✓ ⇑ Level E3-L3	✓ ⇒ level E3-L3	✓ ⇑ Level 2-5	✓ ⇑ Level 4 and 5	• John Ruskin; Carpentry and Joinery Level 1 and 2, multi-skills Level 1, Painting and Decorating Level 1 and 2, Plumbing Level 1 and 2

IT and Digital	• The college continues to expand our IT and digital offer; there are currently 402 enrolments in IT and Digital. • We offer digital media and IT at level 2 and 3 at both campuses, Cyber Security Distance Learning Courses and Essential Digital Skills to our Adult Students, in addition we have a level 4 in Game Development and in E-Sports. • Our limited AEB is fully committed, there is no room in the budget for growth.	✓ ⇑ Level L1-L3	✓ ⇒ Entry to level 1	X	✓ ⤢ Level 4	• John Ruskin IT level 1 and 2 and T level Digital • CALAT Short Courses
Education	• At the Croydon campus there are currently 205 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 and in April began to recruit to apprenticeships in Early Years. • Our limited AEB is fully committed, there is no room in the budget for growth.	✓ ⇒ Level L1-L3	✓ ⇒ Level L1-L3	✓ ⇑ Level L2-L5	✓ ⇑ Level 4 and 5	• 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	• There are currently 317 enrolments in the Hospitality and Retail sector am increase of 30 on the previous year. We continue to offer level 1-3 in Catering and in Hair, and Beauty. While elsewhere in the South London Partnership area the Retail and Hospitality sector continues to provide considerable job opportunities, these sectors are in decline in Croydon. • We continue to 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). • Our limited AEB is fully committed, there is no room in the budget for growth.	✓ ⇒ Level L1-L3	✓ ⇒ Level L1-L3	X	X	• CALAT short courses in Customer Services

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	• The college is working in partnership with other education and skills providers in the South London Partnership on the development of Green Skills • The college emphasises its own sustainability commitments and embeds sustainability criteria and checks in all major procurement related activity. • Development of quals for experienced tradespeople	• Continue to develop provision in Green Skills within the LSIP partnership, current Bid for a bootcamp. • Preparing to support the Governments £600million construction programme
Improving Provision of Digital Skills	• The use of technology and digital skills is embedded in every curriculum area within the College, from the use of E-Resource, the method of work submission and learner tracking and monitoring. • Specific Digital Skills courses are added to adult provision to address skills gaps	• Further development of practice in use of AI to support teaching and leaning • New immersive technology to support skills development and student engagement
Entrepreneurial Skills	• Entrepreneurial skills are embedded in many 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 across both campuses who set employer tasks, 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.	• Embed entrepreneurial skills in the Skills for Successful Careers Framework
Transferable Skills	• Teamwork, communication, punctuality, and expected work behaviours as set out as needs in the LSIP are core to Personal Development curriculum at the college and incorporated in our new Skills for Successful Careers framework. • High Needs Funded learners work on a 50 EHCP outcome menu system where they benefit and learn skills including; independence, social communication, and employment.	• Skills for Successful Careers framework rolled out in 25/26.
Promoting Inclusion and Diversity in the Workforce	• The college has Investors in Diversity accreditation and embeds FREDIE throughout the organisation, supporting our community to understand and promote Inclusion and Diversity both in their time at college and beyond. The college checks Equality and Diversity policies of all major contractors; • The college is committed to anti-racism and working to ensure this commitment is reflected throughput.	• Delivery of the Anti-racism action plan • FREDIE Reaccreditation.

Engagement with local Stakeholders

The college works closely with a wide range of local stakeholders to ensure it meets the skills needs of our local community including employers. We have a strong working relationship with the local authority and other key stakeholders such as Croydon NHS Trust, Police, schools, and voluntary and community sector. The 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.

Croydon College is a member of a wide range of key partnerships which ensure our offer continues to meet local needs, this includes The Town Centre Board, Develop Croydon, Croydon Education Partnership, Croydon Business Improvement District, 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 instance, membership of the Town Centre Board has facilitated partnership between the college and UWR, who will redevelop the town centre.

Through the South London LSIP Partnership, the college collaborates with South London Partnership, other local colleges, adult learning services and local authorities to deliver the priorities to support the priorities of the LSIP annex for South London. This has included development of Electric Vehicle training provision, the realignment of the SEND curriculum to focus on employability and enterprise skills. We continue to build on these partnerships, for example we are jointly bidding with other providers for project to further develop Construction provision, Skills Bootcamps etc. The closer collaboration on delivery is mirrored in our improved partnership working on other innovative areas such as AI, Skills Competitions, quality improvement and supporting improvements in the diversity of our leaders and managers.

Locally our membership of the Town Centre Board, Develop Croydon, and the BID provide us with the opportunity to work closely with employers and statutory partners to meet local skills needs and plan to meet future skills needs. These partnerships are informing our curriculum development, for instance the growth in IT and Digital to meet local employer demand. Working through these partnerships also open doors for our students, who benefit from the employer connections via work experience, apprenticeship opportunities, employer talks, employer influence on curriculum content etc.

The college is 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 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 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 working obliteratively to plan how we attract people to work in Education in Croydon and had developed a local education jobs board.

The College is also a member of Croydon Headteachers Association (CHTA). The Secondary Heads, including the two local colleges, meet every half term to collaborate on issues such as quality improvement, improving transitions, keeping our young people safe and discuss local, regional, and national developments.

The college's curriculum planning process takes explicit notice of the skills landscape 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 Croydon is Ready, the LSIP South London Annex, the Growth Plan for London, and DfE National Skills priorities. For example, the college   had launched apprenticeships in Health and Social Care and Childcare in response to identified local needs.

Contribution to Skills Priorities

Progress against 24/25 Objectives

Target	Measurement	Progress	
1. Ensure all learners have the opportunity to develop their Digital Skills	• All learners are supported to develop their digital skills for future employment during their main qualifications as demonstrated on Schemes of Learning.	• All leaners are supported to develop their digital skills, • Digital Skills development was embedded in the ESOL curriculum • The college now has an AI Strategy	🟩
2. Better prepare our young learners to have successful careers through the development of their personal skills on study programmes	• All young learners access revised Tutorial Framework; • 40% of young learners access external Work Placements; • Schemes of Learning embed employer engagement; • Learner survey 80% of young learners self-assess as having developed skills that prepare then well for working life; • Improved opportunities in employment and self-employment evidenced through destination data.	• The Tutorial Framework in 24/25 covered all key aspects of the LSIP identified transferable skills • The college exceeded its target for external work placement with over 50% of young people accessing these placements • Employer engagement is embedded in Schemes of Learning • Destination data yet to be collected	🟩
3. Address identified local and national needs through the Expansion of our T level offer to Health.	• 15 learners studying T level Health; • 66 T level learners in total during 24/25.	• The T level programme in the 24/25 academic year did not recruit. However, T level applications for next year are looking stronger.	🟥
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	• Increase the proportion of provision meeting local skills needs; • +30 enrolments in construction; • +28 enrolments at Level 4 on Esports and Games Development; • +20 enrolments in Mental Health Nursing; • Teacher Training programmes begins in Jan 25.	• The Construction enrolments increased by 12, limited by our ability to attract staff • We enrolled 10 students on Games Development and 7 on E-Sport • 21 students enrolled on Mental Health Nursing • Teacher training L3 is underway the L 5 is due to start in September and a degree in September 26.	🟧

5.	To raise learner achievement, attainment, and support	• 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.	• We are anticipating 16-18 achievement to be 84% • Positive Destination data is not yet available • Learner retention in these areas has improved to average in Engineering, bur remains too low in Construction.	██
6.	To gain Good at our next Ofsted Inspection and be sustainably good	• Good at the next Ofsted inspection; • Achievement rates for Young People continue to increase to 83% at both campuses in 24/25.	• We gained an overall grade of Good at our inspection in October • Achievement rates are predicted to be 84%	██
7.	To continue our journey towards net zero through further development of the sustainability agenda and our journey towards net zero by 2030	• £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.	• Costs on the Sallix project continued to rise and eventually a decision was made to stop the project as it was no longer value for money • Delivery of sustainability targets in other aspects of the strategy were achieved • There is a need for the college to reconsider how to move our estate towards new zero.	██

Croydon College targets for the 25/26 academic year:

Target	Alignment	Measurement
Exceptional Education - Achievement above national average for young people, Adults and Apprentices, with improvements in High Grade attainment and the quality of student destinations.	College Strategic Plan National Skills Strategy	YP achievement 85%+ Adult Achievement 87%+ Apprenticeship Achievement 65%+ High Grades attainment increases by 5% Increase the number of students accessing 1st Choice universities
Growth in apprenticeship provision in Health and Social Care, Childcare, Construction and Engineering	College Strategic Plan Croydon is Ready SLP LSIP annex Mayor Growth Plan National Skills Strategy	Apprenticeship income by £200k to £1 million, focusing on growth in Health and Social Care, Childcare and Construction and Engineering
Skills for Successful Careers - Support our students to develop the skills they need to successful careers	College Strategic Plan Croydon is Ready SLP LSIP annex Mayor Growth Plan National Skills Strategy	55%+ YP access external work experience Skills for Successful Careers Framework Rollout Improve Attendance at Tutorial at Coulsdon to 80% Number moving to positive Destinations increases to XX
Local Skills Needs - Increase our contribution to meeting local skills needs through the expansion of provision in Construction and Engineer, IT and Digital, Health and Social Care and Education	College Strategic Plan Croydon is Ready SLP LSIP annex Mayor Growth Plan National Skills Strategy	New provision/Growth T level in Health and Engineering and manufacturing +30 students Additional group Electrical and Carpentry +30 students Health and Social Care additional + 20 students Diploma in Teaching L5 +15 students
A Great Place to Work - by Continuing to improve Teaching and Learning through our Teaching Excellence Academy and implementing our people strategy	College Strategic Plan SLP LSIP annex National Skills Strategy	90% of Teachers meet or exceed our teaching standards Increase leadership and management ethnic diversity to 30% Achieve FREDIE re-accreditation

		Continue to embed our values
Making a difference - Establish the College as an Anchor Institution through our Stakeholder Engagement Plan and Place Leadership which make a difference to our community	College Strategic Plan Croydon is Ready	Stakeholder strategy delivery engagement and feedback Co-author an event with Students which supports Place leadership Develop more social action across the college

Local Needs Duty

In response to the Local Needs Duty as set out in the Skills Act (2022), Governors through the 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 considered 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 further develop our contribution to local skills needs the college is increasing employer engagement in curriculum content and 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 have and 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, sharing best practice, resources and skills, and our collaborative approach will build on our current collaboration in the Green Skills Sector, SEND and Higher Apprenticeships, strengthening our relationships and community, collectively improving local skills.

To ensure the Local Skills Duty and Accountability Agreement are met the Board has appointed a Governor to lead on Skills and a Governors to lead on Apprenticeships. These Governors will oversee the deployment of these duties.

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 18 June 2025.

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 Annual Accountability Statement