



VISION 2030

Our Dynamic Plan & Accountability Statement

2024/25



This Dynamic Plan and Accountability Statement can be downloaded at:

www.southstaffs.ac.uk/wp-content/uploads/2024/06/Vision-2030-Our-Dynamic-Plan-and-Accountability-Statement-2024-2025.pdf

Welcome to Vision 2030

Our dynamic plan & annual accountability statement

A strategically agile organisation

In a swiftly evolving global landscape marked by population growth, skills gaps, and rapid technological advancements, our organisation stands as a beacon of strategic agility. We recognise the unprecedented scale of global change propelled by innovations such as artificial intelligence and robotics, alongside the emergence of Generation Z in the workforce. Gen Z, shaped by a digitally interconnected world, embodies a new set of expectations: immediate impact, feedback-driven, and community-oriented. Gen Z are also characterised by 'job/career hopping' - rapidly moving jobs in a bid to increase pay and supercharge progression, and completely against the 'job for life' way of working, this now being quite outdated.

Amidst this dynamic environment, we embrace a forward-looking ethos, understanding that our role is more than supporting adaptation, it demands proactive facilitation of change. Our approach steers clear of static strategic plans in favour of a meticulously crafted dynamic plan underpinned by robust values. Unlike traditional strategies, which may languish for years between revisions, our dynamic plan remains fluid, subject to regular review and recalibration. This ensures our organisation maintains not just strategic, but operationally agile, enabling us to swiftly pivot in response to evolving circumstances.

Embedded within our dynamic plan are enduring long-term goals and objectives. Yet, we recognise the imperative of annual reassessment, a testament to our unwavering commitment to staying abreast of the rapid pace of change. Through this iterative process of reflection and adaptation, we fortify our position at the vanguard of our rapidly transforming world.

Our purpose: our mission

Our core purpose is to transform people's lives. We do this through a set of priorities in order to overcome the significant skills shortages, challenges within the economy and wider community needs. In order to guide our strategy, we align our priorities to national, regional and local needs through continual review of policy and priorities from central Government, the Department for Education, OfQual, our local authorities and Councils, local skills improvement plans and stakeholder feedback.



Strategic objectives

Our strategic objectives have been carefully considered by our Board and embedded within our college strategies, procedures and key performance indicators. They are collectively known as the 4 Ps.

THE 4 Ps

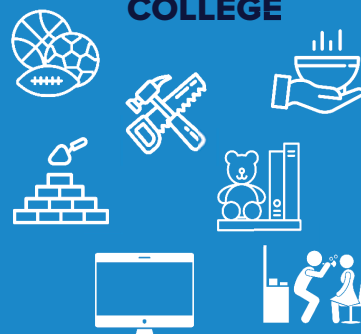


Our Purpose
Transforming people's lives



Our Vision
A first choice college

TAMWORTH COLLEGE



LICHFIELD COLLEGE



RODBASTON COLLEGE



CANNOCK COLLEGE



OUR VALUES



Supportive



Transparent



Ambitious



Respectful



Sustainable

One purpose: our aims and ambitions:

Each strategic objective contains its primary **AIM**.

PARTICIPATION:

Be the first choice college by meeting the needs of local and regional priorities.

PROVISION:

Deliver demand led, well sequenced, high quality vocational, technical and professional skills in collaboration with others that lead to sustainable careers and employment.

PEOPLE:

High staff engagement through reward/recognition, development and health/wellbeing interventions.

PROSPERITY:

Remain a financially robust, sustainable and resilient organisation that can continue to develop and invest in its facilities, infrastructure and workforce.

To deliver our purpose of: **Transforming People's Lives**.

Each Aim is underpinned by 5 key **AMBITIONS**: These shape the action we take as a college, and dynamically change annually in light of our external environment and are reflected in our short-term targets at the end of this document.

PARTICIPATION:

- Through enhancing each local colleges distinct identity be recognised as the college of first choice by its communities and stakeholders.
- Targeted sector growth in engineering, electrical, digital, the health sector and emerging sectors.
- Targeted growth in higher level studies including engineering, digital, health, wellbeing, business and creative industries.
- Drive industrial placements and career opportunities to enable students to learn and develop the skills for employment.
- Increase college involvement in external networks to elevate its reputation as a centre of excellence for technical and skills-based education.

PROVISION:

- Empower students by prioritising skills development, work readiness and personal growth.
- Partner with employers, stakeholders, and the local community to create industry-driven curriculum, empowering our future workforce.
- Secure and celebrate the college's success as a top provider of industry-focused education.
- Inspire students with engaging teaching, immersive learning, and strong support.
- Lead in digital innovation and technology, using it to enhance teaching, learning, and assessment, empowering future-proofed learners.

PEOPLE:

- Develop our own talent, by coaching and mentoring for success.
- Support staff wellbeing as an important factor in the development of a healthy and successful college.
- Continue to build an 'employer of choice' brand recognised internally and externally for being a great place to work.
- Staff are recognised and rewarded with high levels of engagement and satisfaction leading to healthy recruitment and retention rates.
- Build an inclusive culture ensuring that all staff feel they belong, are valued and celebrated.

PROSPERITY:

- Our strong financial health instils confidence in funding agencies, banks, and partners.
- Procure our goods and services efficiently and effectively, and where possible, locally. Ensure that suppliers recognise the college as a good customer.
- Invest in college campuses and facilities to improve the teaching environment and provide excellent facilities for our learners.
- Invest in technology and IT to provide innovative teaching and a secure, reliable IT network.
- Plan to become a carbon neutral organisation including energy, waste, building maintenance, vehicles and purchasing.



Context and place

South Staffordshire College was created in January 2009 and was formed from three, originally four, colleges that combined to serve a large area of the Midlands.

The college serves the needs of communities and businesses of a large geographic area within Staffordshire from Rodbaston College in South Staffordshire, through Cannock and onto Lichfield and Tamworth in East Staffordshire.

Due to our curriculum offer in terms of specialism and/or flexible delivery solutions, we also serve employers and students from the wider West Midlands including Birmingham and the Black Country and further afield where our specialisms in landbased provision and animal care including vet nursing meet regional needs, as does our specialism in Powered Pedestrian Doors which aims to meet a national need as the college is the sole provider of this provision.



Staffordshire Observatory provide an area overview and state Staffordshire has these key measures:

Population: 876,100, 22% are 65+ years old, with this rising to 24% in Lichfield. This is above the West Midlands and England averages of 18%.

Deprivation: 9% of the population in Staffordshire live in the most deprived areas. This is significantly lower than the West Midlands average of 30%. However, the areas served by the college reflect significant variation in the percentages living in these areas including within Tamworth at 19%, 13% in Cannock Chase and 3.8% in Lichfield.

Education: GCSE attainment is low with the percentage achieving grade 5 or above in English and Maths at 45% for Staffordshire compared to the West Midlands at 47%. Local variations are significant with Cannock Chase at 42% and Tamworth at 37%, and whereas Lichfield is 59% and significantly exceeds the national figures.

Adults with no qualifications: Whilst Staffordshire is broadly in line with the national position at 19% (18% nationally) the percentage of 16-64 year olds in some of the areas served by the college is worse with Tamworth and Cannock Chase (22%), compared to Lichfield at 17%.

Employment: In Staffordshire 77.3% of 16-64 year olds are employed, 4% better than the West Midlands position of 73.6%. However, employment is lowest in Lichfield (67%) and Tamworth (71%). Cannock and Tamworth have higher youth (18-24) claimants at 5.8% for Cannock and 5.9% for Tamworth compared to 4.4% for Staffordshire as a whole.

Crime: Recorded crime in Staffordshire and all boroughs served by the college are lower than the West Midlands and national averages by more than 15%. Violent offences are similarly significantly lower.

Our approach to developing the annual accountability statement

KEY STAKEHOLDERS

The college works with a wide range of key stakeholders to ensure provision meets needs.

These stakeholders include The West Midlands Combined Authority, Staffordshire Chambers of Commerce (our areas Employer Representative Body), Greater Birmingham Chamber of Commerce (covering Cannock Chase, Lichfield and Tamworth), Staffordshire County Council and our local borough councils including Tamworth Borough Council, Lichfield City Council, Cannock Chase District Council and South Staffordshire District Council.

Our strong and good working relationships with these stakeholders in the development of the curriculum and its resources have ensured significant capital investment in skills for our college in recent years including in our Engineering Academy (£1.5m), Digital Skills Hubs (£1m), Motion Capture Studios (£600k) and the Automotive Centre for EV/HV (£300k) and a Construction Centre of Excellence in Cannock (£400k). The college also leads the delivery of the UKSPF People and Skills activity in Tamworth (£500k). Such relationships are currently supporting a range of new capital investments spanning a recent bid for £1.6m towards a 'Net Zero' training centre based at Rodbaston for sustainable energy training and development, investment in AI/Robotics and Engineering (£500k) and a significant investment in the new build campus (c. £30m) for Tamworth with a scheduled opening of early 2025.



The college has extensive industry and employer relationships, many of whom support the college in ensuring it meets local skills needs through the Skills Advisory Panels (SAPs). The below illustrates just a few of our stakeholders.



ENGAGEMENT WITH OTHER PROVIDERS IN THE AREA

The college has strong relationships with other local colleges, Newcastle and Stafford College Group, Stoke on Trent College and Burton and South Derbyshire College.

The CEOs meet regularly and are utilised as a forum by Staffordshire County Council regarding skills and employment matters. In support of this strategic group each colleges' Deputy CEO/Principal also meet to discuss skills-based matters.

Given the geographic location of the college, it also has strong connections with the other West Midlands colleges through the Colleges West Midlands group operating at CEO and Deputy CEO levels with a range of specialist work-strand groups spanning NEETs, the unemployed, construction, digital and more. The college also has well developed relationships with two local Universities for the provision of Higher Education provision. Strategic and operational links with Staffordshire University and Wolverhampton University ensures the most appropriate Higher Education offer is available for our students with progression to a local university. The college has also focussed on building stronger strategic links with Harper Adams University to support progression to higher education. In addition, Lichfield College is jointly owned by the college and Staffordshire University.

The college also has strong links with other local and regional providers including independent training providers through the Staffordshire Providers Network. Through these relationships, the college uses the intelligence gained to act both individually and collectively to ensure skills and sustainability needs are met, most recently, for example, in the provision of electric and hybrid vehicle training, increased capacity for construction training and the introduction of AI and Robotics. The college is also a member of the areas Ladders including the Ladder for Staffordshire, Ladder for Birmingham and Ladder for the Black Country.

CURRICULUM PLANNING

The college invests considerable time in planning its curriculum to meet local, regional or national needs.

Whilst incorporating new curriculum is a feature of each academic year, the major investment of time is concentrated in key phases:

- **July to September** – Strategic planning and updates to course guides for publication at the end of September to schools
- **October to December** – Detailed planning of courses and content for the following academic year
- **January to February** – Plans to be detailed utilising a sector leading curriculum planning platform
- **March to April** – Curriculum plan validation events and draft timetabling
- **June** – timetabled finalised and input to central platform
- **June** – Curriculum plan signed off by our governing body
- **Throughout October and the remainder of the college academic year** – reviews of applications and consideration of additional programmes required in order to meet new or emerging needs.

In order to plan our curriculum and offer we use a wide range of data sources, focusing on skills needs, including:

- Local skills improvement plans (LSIPs)
- Employer feedback from Skills Advisors and Skills Advisory Panels
- Employer feedback from work-based learning account managers' dialogue
- Employer feedback from work experience or industry placements
- Employer and alumni feedback from industry visits or guest speaker visits
- Staffordshire County Council - skills and employment data
- Stoke-on-Trent and Staffordshire Skills Advisory Panel (SAP) including the local skills report
- West Midlands Combined Authority - skills and employment data and feedback from subgroups, such as the 'employed sub-group'
- EMSI/Lightcast labour market information
- Vector market share analysis
- Reviews of students destinations post course
- Staff feedback on sector needs (many still work in industry)
- Awarding body reviews
- Funding allocation statements
- Sector feedback from professional groups including The Association of Colleges and LANDEX and networks including Colleges West Midlands

In addition, auditors externally and independently test and validate our curriculum planning processes, including the use of labour market Information.

National skills priorities

The college notes the national skills priorities, set out below, and that many of these are covered in the local skills improvement plans (LSIP) for our area.

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

Local and regional skills priorities

South Staffordshire College falls within the scope of two LSIPs, as it has for many years previously with two different Local Enterprise Partnerships (LEPs), Stoke on Trent and Staffordshire LEP and Greater Birmingham and Solihull LEP.

The **Stoke on Trent and Staffordshire LSIP** identifies the following key sectors (in **bold** indicates alignment with the national skills priorities):

- **Engineering** and advanced **manufacturing** including Ceramics
- Advanced **Logistics**
- **Health and Social Care**
- **Construction** including modern methods of construction
- Decarbonisation and energy distribution

Ceramics is a significant component in the high-tech sector as an applied material and included within electronic devices such as mobile phones, CPUs, lasers, solar cells, fibre optics, sensors, imaging devices and more and therefore is considered within the context of engineering and manufacturing rather than creative skills.



The LSIP also recognises the cross-cutting sector themes of digital and net zero/green skills. In addition, the LSIP identifies six objectives and eight priorities.

The six objectives are:

1. Ensure a more comprehensive match between the demand and supply of skills that employers most need to thrive and boost their growth and productivity.
2. Help support collaboration between providers, businesses, and the public sector stakeholders to deliver a more responsive and future-facing skills system in the region
3. Increase awareness and accessibility of provision and address barriers to progression, especially for the adult workforce and those from diverse backgrounds, disadvantaged communities and underrepresented groups.
4. Recognise that improving the supply of skills must be accompanied by demand-side measures with greater employer engagement and understanding of benefits of training.
5. Ensure that there are effective pathways for learners to achieve their potential and ambitions, from foundation through to higher technical qualifications
6. Support individuals in Stoke-on-Trent and Staffordshire through enhanced careers guidance to gain the best skills to realise their aspirations and potential to find employment in the area.

The roadmap for change identifies 8 priorities:

1. Improved co-ordination and collaboration
2. A simplified and flexible skills system – more responsive to employers needs
3. Addressing staff recruitment and challenges in education
4. Development of Skills Growth Maps on cross-cutting themes
5. Unlocking further opportunities in apprenticeships
6. Promoting and developing best practice in business
7. Careers transition period
8. Use local knowledge and best practice to influence the skills system.

At the same time, the West Midlands and Warwickshire LSIP identify the following priority sectors:

- **Engineering** and **Manufacturing**
- **Construction**
- ICT and **Digital**
- **Logistics** and Distribution

The WMW LSIP also identifies 3 skills priorities:

1. **Confirming sector skills needs** – Priority One will ensure that providers are aware of new and emerging skills needs directly articulated by employers and in doing so support them to build the capacity, both people and facilities, to provide those. It will also seek to provide greater accessibility to information about current post-16 education and training options and carry out further research to address any gaps in provision.
2. **Leadership and management skills** – Priority Two identified a lack of leadership and management skills constraining growth, opportunity maximisation or change in regional businesses. Those skills include both general leadership and management skills and also specific skills in subjects including digitisation and the transition to net zero.
3. **Essential skills for employment** – Priority Three incorporates two significant skills needs that seem to affect businesses of all types across WMW - essential or 'soft' skills, and basic digital skills.

Staffordshire County Council

The college, through its curriculum planning, considers a wide range of strategic information. This includes “A place with Ambition: Staffordshire Employment and Skills Strategy 2023-2030”.

The document identifies the following priority sectors:

- **Engineering** and **advanced manufacturing**, including automation, AI and machine learning
- **Construction**, including modern methods such as automation, AI and retrofitting
- Advanced **logistics**
- **Health and social care**, including digitisation of services/new technologies

In addition, it states:

Fundamental to our strategy are the **cross-cutting priorities of developing digital and green skills**, to help adopt new technologies and to transition our economy to net zero.

Our other employment and skills priorities are:

- An aspirational and active workforce to increase economic activity, inclusivity, and productivity
- Inspirational careers advice to help access the world of work and career opportunities
- Technical skills to drive productivity and growth and respond to business needs now and, in the future
- Innovation and enterprise supporting entrepreneurialism and business growth
- A place of learning to instil a culture of life-long learning

It can be seen that in terms of priority ‘sectors’ both local skills improvement plans and the County’s Employment and Skills Strategy cover broadly the same themes.



Our contribution to national, regional, local priorities

COLLEGE STRATEGIC AIMS AND OBJECTIVES

For 2024/25 the college has detailed curriculum plans, however from that we have identified the following as strategic aims and objectives aligned to the two LSIPs and our County's Employment and Skills Strategy whilst also ensuring alignment with the college Strategic Objectives:

AIM 1

PARTICIPATION

Offer courses which meet the needs of local and regional priorities.

Objective 1.1

Increase enrolments by 3% in priority areas including:

- Health & care
- Engineering & manufacturing
- Advanced logistics
- Construction
- Digital
- Professional & financial services including business administration

Baseline total enrols (May 2024) is 2162.

AIM 2

PROVISION

Deliver demand led, well sequenced, high quality vocational, technical and professional skills in collaboration with employers; meeting local, regional skills and LSIP needs, that lead to sustainable careers and employment.

Objective 2.1

Implement T level curriculum as part of our offer

- Introduction of 5 new T-Level courses starting in Sept 2024

Objective 2.2

Develop sustainable, engineering and 'green' curriculum

- Deliver in-demand 'green' skills, from September 2024, which meet regional and national priorities.
- Deliver electric vehicle bootcamps

Objective 2.3

Increase the employer voice in our curriculum design to ensure local/ regional skills needs are being met

- Develop our employer-led skills advisory panels to ensure the employers shape and influence our curriculum and qualifications.

The above leading to:

- Headline achievement of 84%+

Baseline Measure 2022/23 (last full validated year) 82%.

AIM 3

PEOPLE

To recruit people who have the skills needed or who want to develop those skills to meet the needs of the learners now and in the future.

Objective 3.1

The college utilises a range of staff recruitment strategies yet still struggles to recruit in some sector areas including technology-based subjects. This restricts the curriculum offer and our ability to meet local or regional need.

- We will continue to offer Taking Teaching Further (TTF) to encourage vocationally competent people to train as teachers and teach within the college.
- We will promote all vacancies on our weekly Key Messages to utilise our existing workforce extended network, coupled with incentives for successful recruitment such as Place the Face.
- We will continue to develop our recruitment practices and processes as best practice to ensure that applicants talk positively about the college to drive our brand as an employer of choice.
- We will continue to over recruit throughout the year to over-staff areas where we know there is a national shortage including working with agencies to seek non-FE people who may be suitable for FE in the medium term.
- Launch expressions of interest in FE rather than job applications and follow these up with conversations to give advice and 'court' people with conversations to give advice about the right opportunity.

The above leading to:

- In 2024/2025, we aim to decrease the leavers by 5%.

Baseline in April 2024 we have 98 starters and 54 leavers.



AIM 3

PROSPERITY

Use our financial strength to invest in excellent facilities and resources to support the development of skills.

Objective 4.1

The college aims to ensure that learners are using industry standard equipment and resources and will aim to identify sources of and secure external funding to invest in the following areas:

- NetZero Training Centre (working title) facility at Rodbaston (June 2024)
- Refreshed gaming and music facilities at Lichfield (Summer 2024)
- Improved animal care teaching facilities at Rodbaston (October 2024)
- Build of the new Tamworth College (Easter 2025)
- Additional teaching space at Cannock College (Summer 2025)
- Updating of technical equipment and resources (2024-2025)
- New teaching, student support and customer service facilities at Rodbaston (2026*)
- Improved equine facilities at Rodbaston (2026*)
- Expanded facilities at Lichfield (2028*)

*Note that projects outside of the 23/24 academic year are included as the activity to identify and secure funding is expected to take place in 24/25.





Local needs duty

Background

The college recognises the mechanisms of strong partnership working externally, and strategic challenge internally, supports the college to serve its communities by filling skills gaps, avoiding duplication, and collaborating with partners, such as Staffordshire University, on aligned HE curriculum.

Collaboration remains crucial. The partnership with external stakeholders and colleges to both identify skills needs and identify ways to address through, for example, UK Shared Prosperity Fund (UKSPF) or the Local Skills Improvement Fund (LSIF) are fundamental and have led to curriculum change. Such change spans qualifications being revised to offer technical qualifications, introduction of higher-level courses as a new partner of the Staffordshire Institute of Technology and introduction of AI and robotics through to the development of a 'Green Village' – the UK's newest centre for a wide range of skills training in sustainable energy production and management.

While meeting economic needs, developing wider employability skills and raising aspirations remains a priority, the introduction of Skills Advisory Panels support the college in maintaining a strong connection with industry so that our provision remain agile, responsive and future focused.

In addition, the college believes that it provides a good quality of education to its students and apprentices. This is evidenced by our recent Ofsted inspection, stating:

Learners and apprentices are positive about the education and training they receive. They value the safe, calm and purposeful learning environment that teachers create.

Learners are well prepared for their next steps

Learners and apprentices build their confidence and resilience. (Ofsted 2024)

It is also evidenced by the colleges "10 Terrific Things about SSC":

1. Attendance is
90%



2. 97% of all learning
walks met or exceeded
our good standard.



3. Student retention
is good - it's over

↑ 92%

4. Student satisfaction
is good.



of students are enjoying
being at our college.

5. Staff satisfaction.



90%

of our staff are proud
to work at South
Staffordshire College.

6. Apprentice
satisfaction
improved again to

97%

Apprentices felt they are
furthering their knowledge
and skills.

7.



Predicted achievement is

85.5%

8.



of students have a positive
intended destination.

9.



of students agreed
they were developing
the skills needed to get
a job or support with
their next career steps.

10. **96%**

of our students agreed
they feel safe.



Board summative statement

The Skills and Post-16 Education Act 2022 requires governing bodies to discharge their duty to review how well the education or training meets local needs and to consider what actions might be taken (including actions in conjunction with other governing bodies) to better meet local needs.

These actions could include, for example, decisions to expand the curriculum offer to respond to emerging needs relating to securing local employment, or to collaborate with other providers to strengthen the quality and resilience of local provision.

Following the approval in May 2023 of the College's Skills & Accountability Statement 2023/24, the Board, through its Governance & Search Committee, its Curriculum & Quality Improvement Group, through Board Strategy Day discussions in January and May 2024 and through Chair and individual Governors' engagement with sector forums considers that it has met its duty to review how well the education or training meets local needs. The steps taken include:

- Appointment with effect from 1 August 2023 of a skills link Governor with strong employer links in the region who has engaged extensively with the curriculum and apprenticeship leadership team in the College and reported to the Board;
- The Chair of the Board and the Principal's involvement in the cross college Staffordshire collaboration, with other Staffordshire Chairs and Principals, to map curriculum provision across Staffordshire;
- In depth discussion at the Curriculum & Quality Improvement Group meetings (and reporting to the Board of Governors) on the progress to ensure the curriculum contributes to priority areas and skills needs including the progress made by the College's skills advisory panels and other employer engagement;
- Strategic focus at the January 2024 Board Strategy Days on the sources used by the College to identify local and regional skills requirements and a gap analysis of the skills priority areas and curriculum provision;
- Continued focus at the May 2024 Board Strategy Day on how curriculum managers engage with employers to ensure curriculum intent and development was fully informed by employer requirements, following which Governors reported that they had a better understanding of how curriculum managers ensured the curriculum met local skills needs;
- Continued oversight by the Governance & Search Committee of the process followed to discharge the Board's duty, as well as the Committee's role in ensuring that Governors have the required skills.

Following the Board's ongoing review of curriculum development and provision within the areas the college operates, the Board considers that the college is, together with other colleges in the area, addressing local needs. This is further evidenced by Ofsted in our very recent full inspection that commented:

The college makes a reasonable contribution to meeting skills needs. Leaders engage very effectively with a range of stakeholders, such as Staffordshire County Council, Cannock Chase District Council and Staffordshire Chambers of Commerce. They use these links to set a clear curriculum strategic focus that aligns well to the current and future skills needs required by the areas that it serves. (Ofsted 2024)

The Corporation continues looking outward, responding swiftly to changing regional, national and global skills landscapes. This multifaceted approach in the context of our dynamic plan enables the Corporation to ensure that South Staffordshire College leads on skills and technical education, boosting productivity and inclusive growth across the Staffordshire region.

This year's accountability statement focuses on addressing urgent curriculum needs whilst in the context of our dynamic plan supporting longer term plans for increasing further the skills-based curriculum offer in priority sectors.



Corporation statement

On behalf of South Staffordshire College corporation, 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 at their meeting on 17th June 2024. The plan will be published on the college's website within three months of the start of the new academic year.

Chair of Governors

Mike Rowley

Dated: 17th June 2024

Principal Chief Executive

Claire Boliver

Dated: 17th June 2024

Location of our Accountability Statement

Our Accountability Statement can be accessed from the college website:

www.southstaffs.ac.uk/wp-content/uploads/2024/06/Vision-2030-Our-Dynamic-Plan-and-Accountability-Statement-2024-2025.pdf

Supporting documentation

Stoke on Trent and Staffordshire local skills improvement plan is available Staffordshire-LSIP-Brochure.pdf (staffordshirechambers.co.uk)

West Midlands and Warwickshire local skills improvement plan west-midlands-and-warwickshire-lsip-final-030823-amends-highlighted.pdf (cw-chamber.co.uk)

Staffordshire Employment and Skills Strategy 2023-2030 Appendix-2-Final-Summary-Employment-and-Skills-Strategy-Brochure.pdf (staffordshire.gov.uk)

A Place with the Right Skills: Staffordshire Skills Prospectus [here](#)

Staffordshire Observatory data is available [here](#)

Net Zero Strategy: Build Back Greener [here](#)

Latest Ofsted Inspection report available [here](#)

West Midlands Combined Authority [Local Skills Report 2022](#)

West Midlands Combined Authority [Regional Skills Plan](#)

Staffordshire County Council [Economic Strategy 2022-30](#)

