



South
Staffordshire
College

VISION 2030

Our Dynamic Plan & Accountability Statement

2025/26



This Dynamic Plan and Accountability Statement can be downloaded at:

www.southstaffs.ac.uk/wp-content/uploads/2025/06/NewVision2030_25-26_A4_plan-and-accountability_vis4.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pay and supercharge progression, and completely against the 'job for life' way of working, this now being quite outdated.

Moving forward, we are now supporting Generation Alpha as they start out on their first steps post-16. Generation Alpha, born into a world of ubiquitous technology and constant connectivity, is expected to bring a unique set of working characteristics. They are likely to be even more tech-savvy, adaptable, and innovative, with a strong preference for flexible working environments and a deep-seated understanding of digital tools. Their upbringing in a highly collaborative and information-rich environment will likely make them adept at multitasking and quick decision-making.

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 carefully 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 operational agility, enabling us to swiftly pivot in response to evolving circumstances.

Embedded within our dynamic plan are long-term goals and objectives. Yet, we recognise the imperative of annual reassessment and staying abreast of the rapid pace of change. Through this iterative process of reflection and adaptation, we reinforce 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 do our specialisms delivered through our Net Zero Energy Training Centre and EV/HV Automotive Training Centre, 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 39.7% (down from 45% the year before) for Staffordshire compared to the West Midlands at 42.4% (again down from 47% the previous year). Local variations are significant with Cannock Chase at 33.4% (down from 42%) and Tamworth at 28.4% (down from 37%), and whereas Lichfield is 46.5% (down from 59%) and still 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 82.7% (up from 77.3%) of 16-64 year olds are employed, 4% better than the West Midlands position of 75.2% (up from 73.6%). However, employment is lowest in Tamworth (83.1%) with Cannock at 84.8% and Lichfield at 85.3%. South Staffordshire is the lowest in our area at 81.3%. All areas, bar South Staffordshire, are above the West Midlands (75.2%).

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% and even lower in Lichfield (36% lower). Violent offences are also slightly lower than for the West Midlands.

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 and the Tamworth Strategic Partnership, Lichfield City Council and Lichfield District Council, Cannock Chase District Council and South Staffordshire District Council

Our strong 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), as well as, more recently, the Net Zero Energy Training Centre located at Rodbaston (£1.6m), the Animal Care T Level building also at Rodbaston (£1.5m), funding for AI/Robotics and engineering (£500k) and capital funding to fully refurbish and bring back into use the Manse at Cannock for adult skills training (£250k). In addition, the college also leads the delivery of the UKSPF People and Skills activity in Tamworth (£500k plus £200k for 25/26). Additionally these relationships have supported a significant investment in the new build campus (c.£30m) for Tamworth with a scheduled opening ready to receive students from September 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' Principal/Deputy CEO and Assistant Principals also meet to discuss skills-based matters in a range of forums such as Colleges West Midlands, the Staffordshire Provider Network, Skills WMW (Skills West Midlands and Warwickshire) and the Countywide Employment and Skills Task Group.

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 ensure the most appropriate higher education offer is available for our students with progression to a local university. The college has also focused 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 area's 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.

- Advanced manufacturing
- Creative industries
- Defence
- Digital and technologies
- Financial services
- Life sciences
- Professional and business services
- Clean energy industries
- Construction
- Health

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.

Recent strategic level discussions between the Employer Representative Body and various stakeholders including the County Council, the Rural Forum and wider LSIP members have sought to broaden the priority sectors to include agriculture given its importance within Staffordshire.



The LSIP also recognises the cross-cutting sector themes of digital and net zero/green skills.

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.

South Staffordshire District Council

The Council Plan 2024-2028 identifies 4 priorities::

- **Financial stability**
- **Economic growth**
- **Sustainable environment**
- **Empowering our communities**

Through these they have also provided their Investment Brochure that identifies their vision around the 'Green Innovation Corridor', a development opportunity stretching from Wolverhampton, past Rodbaston College to the M6. The vision of the college has already ensured the recent launch of the Net Zero Energy Training Centre that will support such future development.



West Midlands Combined Authority

The recent publication, in May 2025, of West Midlands Futures Green Paper outlines a strategic vision for the region's economic transformation over the next decade.

It aims to achieve inclusive economic growth by leveraging the region's strengths in high-growth clusters, business leadership, and innovation. Key ambitions include improving job quality, doubling the size of the social economy, and addressing youth unemployment and economic inactivity.

The key high growth clusters are:

- 1. Advanced engineering, light electric vehicles, and batteries**
- 2. CleanTech with a focus on smart energy systems**
- 3. Health and medical devices, diagnostics, and digital healthcare**
- 4. Digital, tech, and creative industries**
- 5. Modern professional and financial services**

It is evident that many of the above overlap with other priorities, including within Local Skills Improvement Plans and that the college is exceptionally well positioned to address these evolving skills demands. This is reinforced by the launch of the groundbreaking Net Zero Energy Training Centre, the recent transformation of the Manse in Cannock into a state-of-the-art Skills and Innovation Hub for adult skills training, and the establishment of the Business and Leadership Academy at Lichfield. Furthermore, the college's forward-thinking plans, including enhancing creative provision and developing advanced facilities through the new build in Tamworth, demonstrate its unwavering commitment to equipping learners with the skills and opportunities needed for future growth and success.





Previous year's performance

The previous year's performance (23/24) was a reflection of the strategic intent and operational efforts throughout the year. 23/24 was also a year the college was inspected by Ofsted and secured its second consecutive Good grade. As part of the improvements Ofsted graded all aspects as Good which now included apprenticeships.

For education and training, headline achievement increased to 84.8% from 82.2% the previous year, and is in line with the national QAR of 85.1%. This increase was largely the result of improved retention which was 90% from 87.6% the previous year. Pass rates also increased slightly to reach 94.1%. The College Self-Assessment Report contains further detail, analysis and reflection.

For apprenticeship provision, headline achievement improved significantly, to 65.6% from 55.6% the previous year and is now well above the national QAR of 61.9%. As with education and training provision, this was largely due to improved retention, which was 66.9% from 58.2% the previous year. Pass rates also increased slightly to reach 98.1%. Again, the College Self-Assessment Report contains further detail, analysis and reflection.

The Apprenticeship Accountability Framework currently has all measures as 'green'.

Supporting the above-mentioned improvements in retention was the satisfaction of our students. Student satisfaction remained high. 100% of learners agreed overall this is a good college.

The induction survey identified that:

- **96%** of 16-18 learners felt that they were on the right study programme/course (+10 above external benchmark)
- **96%** of 16-18 learners felt that they were developing the skills needed to get a job and take the next steps (+15 above external benchmark)
- **98%** of 19+ learners felt that they were on the right study programme/course (+15 above external benchmark)
- **97%** of 19+ learners agreed they were developing the skills needed to get a job or take their next steps (+19 above external benchmark)

Additionally, the on-programme survey identified:

- **86%** of 16-18 learners said they found the careers and job search services useful (+5 above external benchmark)
- **100%** of 16-18 learners felt they were making good progress and received the support that they needed (+28 above external benchmark)
- **88%** of 19+ learners said they found the careers and job search services useful (+12 above external benchmark)
- **95%** of 19+ learners felt they were making good progress and received the support that they needed (+14 above external benchmark)

The college recognises that there are further improvements to be made, such as closing achievement gaps in the small number of areas they exist, further improving attendance in English and maths, and working to ensure students experience is outstanding leading to ongoing improvements, as has been seen over the last three years.

Our contribution to national, regional, local priorities

COLLEGE STRATEGIC AIMS AND OBJECTIVES A review of the previous year.

For 2024/25 we set ourselves some ambitious targets and achieved the following summary level outcomes.

OBJECTIVE	OUTCOME
1.1 Increase enrolments by 3% in priority areas.	The college have achieved 15% (additional 406 learners). This includes tailored learning provision where we have focussed provision onto skills and employment based programmes more so than recreation or welfare. We have assigned 65% of our tailored learning allocation specifically towards skills-based courses.
2.1 Introduction of 5 new T Level courses starting in Sept 2024.	We successfully recruited to early years and animal care. Unfortunately, due to learners not achieving the GCSE grades required, we had to close the building services T Levels in electrical and plumbing and the health T Level.
2.2 Develop sustainable, engineering and 'green' curriculum.	The new Net Zero Energy Training Centre has formally opened and has a range of commercial courses to support the construction, engineering and automotive industries on the website.
2.3 Increase the employer voice in our curriculum design to ensure local/ regional skills needs are being met. Leading to headline achievement of 84%.	There has been good, and increasing, levels of employer engagement in Skills Advisory Panels and a wide range and variety of engagement in curriculum teams. Education and training achievement 23/24 was 84.8% and is predicted to be 85.9% (1st May 2025)
3.1 Implement a range of strategies in order to improve staff recruitment and retention as well as decrease the leavers by 5%.	Our turnover continues to be low in comparison with many other colleges. By end April 2025 this academic year, we have had 117 starters and 58 leavers including retirements. Our turnover remains at just over 13% which includes around 3% of retirements. When the target was set at decreasing leavers by 5%, our turnover had been around 18%. In the last 18 months we have dropped this to around 13% as above.
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 a range of areas.	The college was very successful in completing a range of projects and also securing funding for others: • Net Zero Energy Training Centre – complete and launched. • Refreshed gaming and music facilities at Lichfield – complete and open. • Animal care T Level building – complete and open. • Tamworth new build – on target to receive our first students from September 2025. • Grant funded refurbishment of the Manse at Cannock – completed and building open for adult skills training and commercial rental space. • Remodelling and expansion of facilities at Lichfield including additional music rehearsal space and the relocation of the Wedge Gallery – planned for Summer 2025.

For 2025/26 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 enrolments (June 2025) is 3168

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

Further develop higher-level provision

- Complete the draft application ready to apply for Office for Students registration
- Implement T Level curriculum as part of our offer and introduce 2 new T Level courses in priority sectors starting in Sept 2025 as a pathway for higher level education.

Objective 2.2

Develop sustainable, engineering and 'green' curriculum

- Enhance the delivery of green skills to all full time students through additional qualifications and/or the delivery of sustainable practices.

Objective 2.3

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

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

The above leading to:

- Headline achievement of 85+%. Baseline Measure 2023/2024 84.8% (last full validated year).

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 at times as with other colleges can struggle to recruit for more niche roles. We will continue to offer Taking Teaching Further (TTF) to encourage vocationally competent people to train as teachers and teach within the college.
- We 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-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.

The above leading to:

- In 2024/2025, we aim to decrease the leavers by 1% (currently around 11% excluding retirements)

By the end March 2025 this academic year, we have had 117 starters and 46 leavers excluding 12 retirements



AIM 4

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 and secure sources of external funding to invest in the following areas:

- Build of the new Tamworth College (September 2025)
- Phase 2 of improved music facilities at Lichfield College (Summer 2025)
- Internal and external improvements to TORC College (Summer 2025)
- Improvements to teaching and circulation spaces at Lichfield College (Summer 2026)
- Additional teaching space at Cannock College (Summer 2026)
- Updating of technical equipment and resources (2025-2026) including upgrades to the college's IT and wifi network
- New teaching, student support and customer service facilities at Rodbaston (2027*)
- Improved equine facilities at Rodbaston (2028*)

*Note that projects outside of the 24/25 academic year are included as the activity to identify and secure funding is expected to take place in 25/26.





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 Net Zero Energy Training Centre – 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 embedding of Skills Advisory Panels support the college in maintaining a strong connection with industry so that our provision remains 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)*

Board summative statement

Board summative statement (as at 30 June 2024) updated 15 May 2025

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.

The College's Governing Body regularly reviews how the College is meeting local, regional and national skills needs through the College's quality assurance mechanisms which enable both longer term strategic planning and operational oversight.

Key processes include:

- The annual curriculum planning cycle which ensures that the curriculum is aligned to priority sectors, government strategy as well as areas of labour market demand;
- Oversight at the Curriculum & Quality Improvement Group (and reporting to the Board of Governors) on curriculum focused KPIs;
- Reporting to the Board on the Accountability Statement Objectives and any areas of under achievement and on the role of the College's skills advisory panels and other employer engagement activities;
- Regular updates by the Skills Link Governor to the Governing Body who has strong employer links in the region and who engages with the curriculum and apprenticeship leadership team in the College;
- The Chair of the Board and the Principal's meetings with local MPs and also the Chair and Principal's involvement in the cross college Staffordshire collaboration, with other Staffordshire Chairs and Principals, to map curriculum provision across Staffordshire;
- Strategic focus at Board Strategy Events on topics, including proposed estates developments to support curriculum delivery to meet local skills and curriculum 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 it has met its duty to review how well the education or training meets local needs and that the college is, together with other colleges in the area, addressing local needs. This was further evidenced by Ofsted in our 2024 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 16 June 2025. 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: 16 June 2025

Principal Chief Executive

Claire Boliver

Dated: 16 June 2025

Location of our Accountability Statement

Our Accountability Statement can be accessed from the college website

www.southstaffs.ac.uk/wp-content/uploads/2025/06/NewVision2030_25-26_A4_plan-and-accountability_vis4.pdf

Supporting documentation

Stoke on Trent and Staffordshire local skills improvement plan is available [Local Skills Improvement Plan - Staffordshire Chambers](#)

West Midlands and Warwickshire local skills improvement plan [west-midlands-and-warwickshire-ls-ip-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](#)

West Midlands Combined Authority [West Midlands Futures Green Paper](#)

West Midlands Combined Authority [West Midlands Theory of Growth](#)

