



Our Dynamic Plan & Accountability Statement **2026/27**

Welcome to Our Dynamic Plan and Accountability Statement

Strategic agility in a changing world

The environment in which we operate is defined by constant change. Demographic shifts, ongoing skills shortages and the accelerating impact of digital, automation and AI technologies continue to reshape economies, communities and workplaces at pace. Innovations such as robotics and artificial intelligence are no longer emerging trends but established forces, fundamentally changing how work is designed, delivered and valued.

These developments are reflected in the evolving workforce. Generation Z now represents a significant cohort, bringing different expectations around purpose, progression and reward. This generation places a strong emphasis on meaningful feedback, rapid development and a sense of belonging, alongside a greater willingness to change roles in pursuit of opportunity. As a result, traditional assumptions around linear career paths and long term employment are increasingly outdated.

At the same time, Generation Alpha is beginning to engage with post 16 education and training. Growing up with embedded technology and instant access to information, this cohort is expected to demonstrate high levels of digital confidence, adaptability and innovation. Their early exposure to collaborative, technology rich environments is likely to support agile working, rapid decision making and creative problem solving from an early stage.

In response, our organisation has positioned itself not simply to react to change, but to anticipate and shape it. Strategic agility is central to our approach. We operate through a living, values driven framework rather than fixed, long term plans, ensuring that our strategic direction remains clear while delivery can adapt quickly as circumstances evolve.

This adaptive model allows us to balance long term ambition with short term responsiveness. Priorities and objectives are reviewed regularly, informed by evidence and reflection on impact. Through this ongoing cycle of review and renewal, we maintain relevance, build resilience and strengthen our ability to operate effectively within a fast moving social, economic and technological landscape.

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.

We are committed to delivering high quality provision that responds effectively to local and regional skills needs. In pursuit of this ambition, the college has secured significant capital investment, expanded delivery in priority areas through T Levels and apprenticeships, and embedded up to date, industry standard and accredited qualifications across its study programmes.

While recognising the constraints imposed by funding allocations, capacity limitations and a period of qualification reform that has created a complex and, at times, fragmented delivery landscape, the college continues to invest considerable strategic and operational effort to ensure its offer remains relevant and responsive. Within these constraints, we remain focused on meeting the needs of learners, residents and employers, and maximising the impact of our provision across the communities we serve.

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

PARTICIPATION

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

PROSPERITY

Remain a financially strong organisation that can continue to invest in the best resources, infrastructure and people.

PROVISION

Enable inclusive access to sustainable employment and careers through collaborative, demand led delivery of high quality vocational, technical and professional education aligned to local and regional skills needs.

PEOPLE

Attract, develop and retain a high performing workforce committed to delivering excellent outcomes for young people.

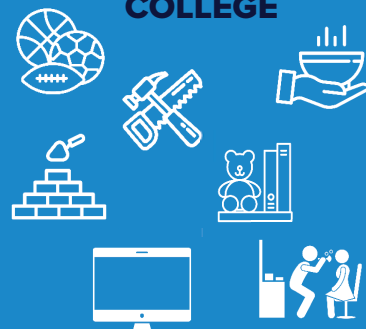


Our Purpose
Transforming people's lives



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:

Enable inclusive access to sustainable employment and careers through collaborative, demand led delivery of high quality vocational, technical and professional education aligned to local and regional skills needs.

PEOPLE:

Attract, develop and retain a high performing workforce committed to delivering excellent outcomes for young people.

PROSPERITY:

Remain a financially strong organisation that can continue to invest in the best resources, infrastructure and people.

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

Each Aim is underpinned by 4 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 college's distinct identity be recognised as the college of first choice by its communities and stakeholders.
- Targeted growth in priority sectors for our area.
- 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 all students by prioritising skills development, the youth guarantee, work readiness and personal growth.
- Work in close partnership with employers and key stakeholders to design and deliver demand led 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 inclusive teaching, leading in digital innovation and technology, immersive learning, and strong support.

PEOPLE:

- Optimise staff wellbeing with support in the right place when needed.
- Continue to build an 'employer of choice' brand recognised internally and externally for being a great place to work.
- Ensure staff are engaged and motivated, improving recruitment and retention rates.
- Build an inclusive culture ensuring that all staff feel they belong, are valued and celebrated.

PROSPERITY:

- Instil confidence in our strong financial health with our funding agencies, banks, and partners.
- Invest in college campuses and facilities to address increases in demand, create excellent teaching environments and provide outstanding resources for our students.
- Invest in technology and IT to support innovative teaching and provide a secure, reliable IT network.
- Plan to become a more sustainable organisation which produces less carbon and procures its good and services efficiently, effectively and, where possible, locally.



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 communities and employers across a wide geographical area of Staffordshire, with campuses spanning Rodbaston in South Staffordshire, Cannock Chase, Lichfield and Tamworth.

Recent investment has strengthened its footprint and accessibility, most notably through the development of a new town centre college in Tamworth and the creation of an Innovation and Skills Hub in Cannock, supporting employability, regeneration and employer engagement.

Due to our location most students are Staffordshire residents. Staffordshire is a non-devolved Local Authority. A proportion of our adult students are supported by the West Midlands Combined Authority. The college also attracts learners from across the wider West Midlands through specialist provision, including regionally and nationally significant land based and animal care programmes. Our future skills offer has been enhanced through the Net Zero Energy Training Centre and the EV/HV Automotive Training Centre, addressing emerging green and low carbon skills needs at regional and national level.

More recently, the college has extended its influence through strategic partnerships, including its role as a delivery partner within the West Midlands Digital Technical Excellence College, AoC Digital Hub Lead and strategic links with the West Midlands Construction and Advanced Manufacturing Technical Excellence Colleges.



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

Population: Staffordshire's population is around 907,000 and is ageing – over 20% of residents are now aged 65 or above, rising to 24% in Lichfield, a higher share than nationally and above the West Midlands and England averages of 18%.

Deprivation: 9% of the population in Staffordshire live in the most deprived areas, compared with over 20% across the West Midlands. However, the areas served by the college reflect significant variation in deprivation with Cannock Chase and Tamworth the most deprived of the areas the college serves, 132 and 140 out of 296 local authorities. Whereas South Staffordshire and Lichfield rank 222 and 241 out of 296 local authorities.

Education: Educational attainment in Staffordshire remains slightly below average. Roughly 40% of pupils achieve a strong pass (grade 5 or above) in GCSE English and maths, below the national average of 45.4%. Local variations are significant with Tamworth at 28.4%, and Cannock Chase at 33.4%, and whereas Lichfield is 46.5%.

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 79% of 16-64 year olds are employed, above the West Midlands average (~75%) and in line with England overall. However, employment varies locally with Tamworth at 83.1%, Cannock Chase at 84.8% and Lichfield at 85.3%. South Staffordshire is 81.3%.

Crime: Recorded crime in Staffordshire and all boroughs served by the college are relatively low, with around 68 offences per 1,000 people, well below both the West Midlands and national averages.

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 area's 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 securing a £75k grant to relocate our Wedge Art Gallery to the front of the Lichfield College, capital funding to fully refurbish and bring back into use the Manse at Cannock College for adult skills training (£280k), funding for AI/Robotics and engineering (£500k), Animal Care T Level building also at Rodbaston College (£1.5m), our Net Zero Energy Training Centre located at Rodbaston College (£1.6m) as well as Engineering Academy (£1.5m), Digital Skills Hubs (£1m), Motion Capture Studios (£600k) and the Automotive Centre for EV/HV (£300k) and our Construction Centre of Excellence in Cannock College (£400k). Additionally, these relationships have supported a significant investment in the new build campus (c.£30m) for Tamworth which opened less than 12 months ago and is now providing a modern learning environment for learners and employers in the area.



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 Chief Executives of further education providers meet on a regular basis and this group is actively utilised by Staffordshire County Council as a strategic forum for discussion and coordination on skills and employment matters. Supporting this strategic engagement, each college's Principal or Deputy Chief Executive, alongside Assistant Principals, also meet regularly through a range of regional and local forums. These include Colleges West Midlands, the Staffordshire Provider Network, Skills West Midlands and Warwickshire (Skills WMW), and the Countywide Employment and Skills Task Group, ensuring alignment and collaboration on key skills priorities.

The college has also established strong and well developed relationships with local universities to support the delivery and progression of higher education provision. Strategic and operational partnerships with Staffordshire University and the University of Wolverhampton ensure that an appropriate and coherent higher education offer is available to students, with clear progression routes to local universities. In addition, the college has strengthened its strategic links with Harper Adams University to further support progression to higher education, and Lichfield College is jointly owned by the college and Staffordshire University.

Beyond higher education, the college maintains strong partnerships with local and regional providers, including independent training providers, through the Staffordshire Provider Network. These collaborative relationships enable the college to draw on shared intelligence and act both individually and collectively to address skills needs and support long term sustainability. Most recently, this has included joint responses to emerging priorities such as electric and hybrid vehicle training, increased capacity for construction provision, and the introduction of AI and robotics. The college is also an active member of regional employment initiatives, including the Ladder for Staffordshire, the Ladder for Birmingham and the Ladder for the Black Country, supporting clear progression pathways into employment.

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** – Updates to course guides for publication at the end of September to schools for the following academic year
- **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):

- **Advanced manufacturing** including engineering and advanced materials
- **Clean energy**
- **Creative industries** and Crea-Tech
- **Digital and technology**
- Agriculture and Agri-Tech
- **Construction**
- **Health** and social care
- Advanced logistics and distribution

Ongoing strategic level discussions between the Employer Representative Body and various stakeholders including the County Council, the Rural Forum and wider LSIP members have secured agriculture and agri-tech as a priority given its importance within Staffordshire.

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:

- **Advanced manufacturing, clean tech** and **defence**
- **Professional and business services**
- **Health** and med tech
- **Creative** and **digital**

And foundation / essential sectors of:

- Everyday economy - encompassing sectors such as retail, hospitality, logistics, customer service and frontline services
- **Construction**
- **Health** and social care

The WMW LSIP also identifies 6 priorities:

- Priority 1: Strengthening system navigability
- Priority 2: Increasing modularisation
- Priority 3: Bolstering work-readiness and foundational skills
- Priority 4: Unlocking leadership and management capability
- Priority 5: Embedding digital, data and AI
- Priority 6: Addressing green skills and sustainability literacy

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.

Get Britain Working Local Plans

While Staffordshire County Council is the accountable body, the plan has been developed with Stoke-on-Trent City Council, Jobcentre Plus and the Integrated Care Board.

The plan has been approved by all council leaders, Jobcentre Plus and the Integrated Care Board and will be delivered over a ten-year period from 2025 to 2035. The vision is to create a more inclusive, resilient and enterprising economy. The strategy recognises that while Staffordshire and Stoke-on-Trent perform well overall, there are pockets of significant economic challenge.

The plan will aim to reach and support several groups including:

- People with long-term health conditions
- Disadvantaged young people (aged 16–24) who are NEET
- Those experiencing mental health issues who are in work
- Workers aged 50 to 64
- People with disabilities facing employment barriers
- Women – particularly those affected by childcare responsibilities
- Residents in priority areas and communities facing deprivation

Whilst our college cannot be expected to achieve impact on the above alone it works hard to ensure a wide range of provision both in terms of subject specialisms and levels including an increasing offer at lower levels (entry and level 1) to ensure provision is accessible as well as bespoke, Job Centre and Chamber of Commerce specific support from its new centre, the Skills and Innovation Hub, for adult skills training in Cannock where SWAPs, and employability training is the primary offer.

Within Staffordshire £19m has been provided to support up to 5,300 more people into work over the next 5 years, with South Staffordshire College being signposted, by the Connect to Work delivery partners (The Growth Company, Intuitive Thinking Skills/AKG, Royal Mencap), where our provision is the most accessible in terms of geography or level. However, it is worthy of note that reductions in funding for adults (Adult Skills Fund) and the reluctance to fund Free Courses for Jobs over delivery will impact the provision offered from the college moving forwards.

The Youth Guarantee

The Youth Guarantee is a national policy commitment to ensure that all young people aged 16–24 are supported to “earn or learn”, through access to education, training, apprenticeships or employment.

This sits alongside the Get Britain Working reforms and is backed by over £2.5bn of funding over three years. It is designed to reduce the number of young people not in education, employment or training (NEET), with a particular focus on those facing the greatest barriers to participation. The policy strengthens expectations on local systems to work together so that no young person disengages for prolonged periods without a clear and appropriate offer of support.

For the college, the Youth Guarantee reinforces our role as a cornerstone institution within the local skills and inclusion system. Over the next two years, it will shape delivery by increasing demand for flexible, high quality provision that supports re engagement, employability and progression. This includes short and modular programmes, entry level and transition pathways, strengthened apprenticeships and employer led training, and enhanced careers and pastoral support. Our delivery will continue to prioritise inclusive practice, ensuring that learners with SEND, mental health needs or disrupted prior experience are supported to progress successfully.

Strategically, the Youth Guarantee aligns closely with our ambition to be a first choice provider that responds to local need, supports social mobility and delivers strong outcomes for learners, employers and communities. It will inform how we design curriculum, target resources and measure impact, with increased emphasis on partnership working, progression into sustained employment, and robust tracking of learner destinations. In doing so, the college will play a central role in delivering economic opportunity locally while meeting national expectations for participation, quality and accountability.

Inclusive Mainstream Fund (IMF)

The college will use Inclusive Mainstream Fund (IMF) allocations to strengthen its inclusive mainstream offer for learners aged 16–19, enabling a greater proportion of learners with special educational needs and disabilities (SEND) to be supported early, effectively and without reliance on statutory processes.

Our approach aligns with national SEND reform priorities, focusing on inclusive practice by design, high quality adaptive teaching and the removal of commonly occurring barriers to learning. IMF investment complements, but does not replace, core 16–19 funding, Additional Learning Support and high needs top up funding.

Planned use of funding

- **High quality, adaptive teaching** across all curriculum areas, including curriculum flexibility, differentiated delivery and inclusive assessment practices
- **Whole college workforce development**, strengthening staff confidence and capability to identify and respond to SEND at the earliest stage
- **Evidence informed targeted interventions** for learners whose needs cannot be met through the universal offer alone
- **Inclusive learning environments**, including assistive technology and reasonable adjustments that increase independence and participation
- **Improved transition, induction and early support arrangements**, particularly for learners entering post 16 provision without an Education, Health and Care Plan

West Midlands Combined Authority

The recent West Midlands Futures Green Paper outlines a strategic vision for the region's economic transformation over the next decade.

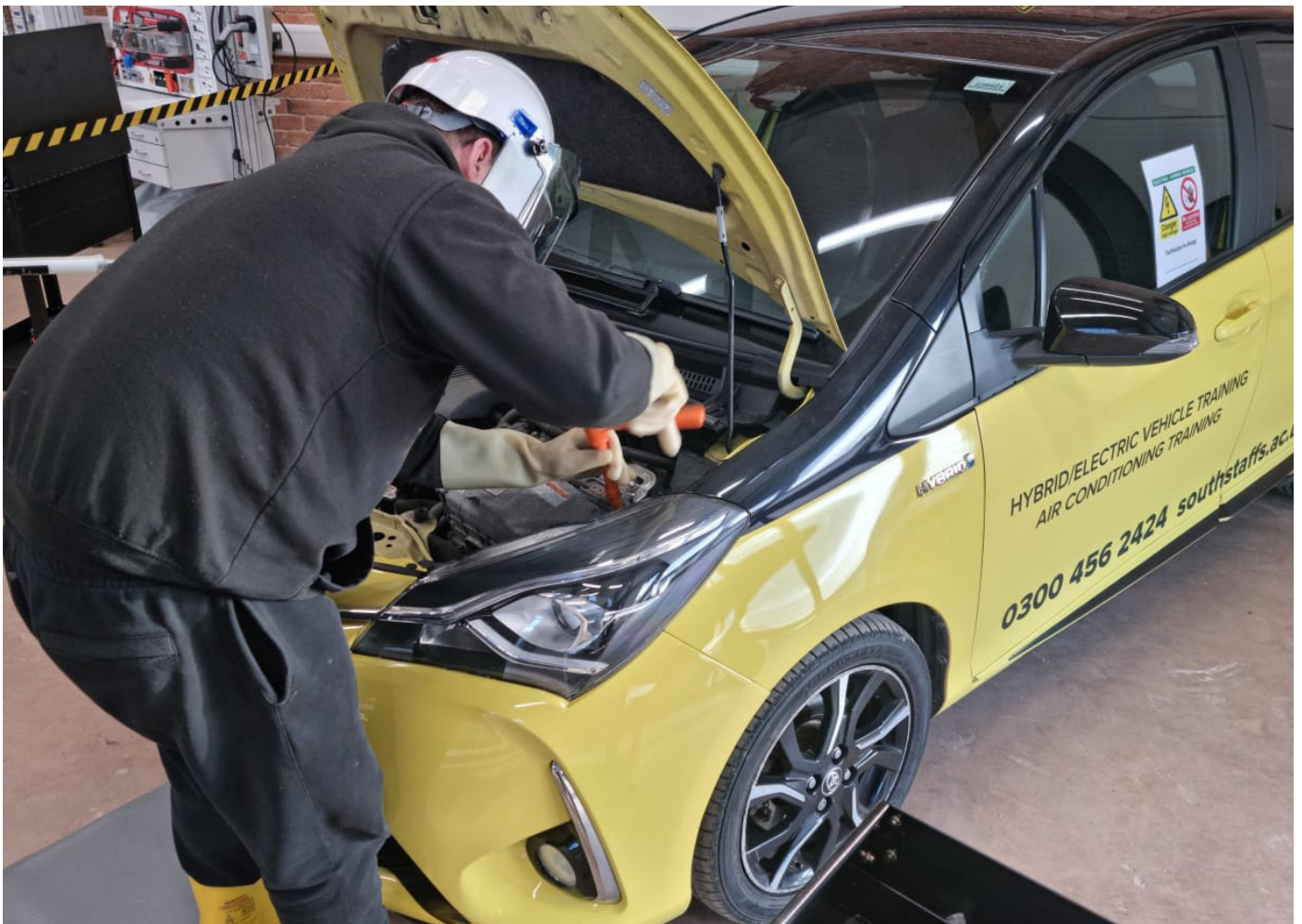
The paper seeks to support inclusive economic growth by building on the region's strengths in high growth clusters, strong business leadership and innovation. Its key ambitions include improving job quality, doubling the size of the social economy, and tackling youth unemployment and wider economic inactivity.

The identified high growth clusters are:

1. Advanced engineering, light electric vehicles and battery technologies
2. Clean technologies, with a particular focus on smart energy systems
3. Health and medical technologies, including diagnostics and digital healthcare
4. Digital, technology and creative industries
5. Modern professional and financial services

There is clear alignment between these priority sectors and other regional and national frameworks, including Local Skills Improvement Plans. The college is particularly well positioned to respond to these evolving skills demands. This is evidenced through recent strategic investments, including the launch of the Net Zero Energy Training Centre, the transformation of a disused building at Cannock College 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 College.

Furthermore, the college's forward looking plans — including the enhancement of creative and digital provision and the development of advanced facilities through the new Tamworth College — demonstrate a sustained commitment to equipping learners with the skills, knowledge and opportunities required to support future economic growth and productivity.





Previous year's performance

The previous year's performance (24/25) was a reflection of the strategic intent and operational efforts throughout the year.

- Overall performance remains strong across Participation, Provision and Prosperity, with the majority of KPIs above target or on track
- 16–18 recruitment and applications continue to exceed profile, with an associated increase in market share
- Quality indicators are positive, with high levels of effective and inspiring learning, leading to strong learner satisfaction, high attendance and strong retention
 - Overall achievement for Education and Training provision – 86%
 - Overall achievement for Apprenticeships – 67%
 - Overall attendance – 90%
 - Student satisfaction – 95% would recommend the college to a friend (+12 above external benchmark, 16-18 year olds)
 - Apprentices satisfaction – 94% are satisfied with their apprenticeship (+12 above external benchmark)
- The Apprenticeship Accountability Framework currently has all measures as 'green'
- Staff satisfaction is high: the college remains in the top 5 overall in the York Survey
- Financial health is strong, with an operating surplus ahead of profile, strong cash balances and an Outstanding financial health grade, providing resilience while sector funding risks persist.

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 2025/26 we set ourselves some ambitious targets and achieved the following summary level outcomes.

OBJECTIVE	OUTCOME
1.1 Increase enrolments by 3% in priority areas.	Following achieving a +15% increase the previous year this has slowed and the target for 25/26 not fully achieved. However, enrolments for 16-18 year olds in priority areas did increase by almost 100 and the total percentage of enrolments in priority areas is now over 51% compared to non-priority areas. Moving forwards this measure will become about the balance of provision in priority areas rather than a headcount.
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.	Application to register with the Office for Students is complete and submitted. We are currently awaiting our assessment visit. We successfully recruited to Early Years and Animal Care, introduced 5 new T Levels (Business Management and Administration, Building Services - Electrical, Creative Media, Broadcast and Production, Health – Adult Nursing Support, and Engineering – Machining and Toolmaking). Current applications suggest at least 2 more sectors will successfully run.
2.2 Develop sustainable, engineering and ‘green’ curriculum. By enhancing the delivery of green skills to all full time students through additional qualifications and/or the delivery of sustainable practices.	Green or sustainable course content embedded through full time courses. In addition, we have seen considerable increases in engagement with the offer from the Net Zero Energy Training Centre and especially for heat pumps and solar installations.
2.3 Increase the employer voice in our curriculum design to ensure local/ regional skills needs are being met. Leading to headline achievement of 85%.	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 24/25 was 86%, above target, and is predicted to be 88% for 25/26.
3.1 Implement a range of strategies in order to improve staff recruitment and retention as well as decrease the leavers by 1%. (to note this was to reduce by 1% from around 11% excluding leavers)	As at the end of August 2025, turnover excluding retirements for 2024/25 stood at 11.11%. This was a small increase of 0.34% on the 2023/24 position. This indicates that turnover levels have remained relatively stable, albeit just above the planned reduction target. We also note this remains well below the AoC sector benchmark of 14.28%.
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: • The new Tamworth College was successfully opened • Improved and expanded music rehearsal and performance space opened to students in September 2025. • Improvements and remodelling to TORC completed • Complete upgrade of IT network and Wifi at Lichfield College • Planning and grant funding secured to relocate the Wedge Gallery at Lichfield College – planned for Summer 2026

For 2026/27 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	
1.1 The leading provider for post-16 education in our community	Priority focussed - balance of enrolments in priority sectors - 55% minimum. Market Share - 30% Market Share of 16-19 year olds and 7% share of apprentices. Enrolments from under-represented wards served by the college, identified in the Get Britain Working Local Plans, to increase by 10%.
AIM 2: PROVISION	
2.1 Provide sector leading inclusive curriculum that delivers exceptional performance.	Obtain Office for Students registration. Implement the HE Strategy ensuring 26/27 targets achieved. Deliver bootcamps ensuring funding is fully utilised. Expand flexible and inclusive pathways (e.g. transition programmes, modular delivery, employer-led routes) to increase participation and progression for learners with additional needs or disrupted prior education. Expand high-quality apprenticeship provision, achieving £2m in-year income and increasing starts by at least 10%, with achievement rates increasing by 2%.
2.2 Deliver exceptional performance	Top 25% performance for our provision evidenced in National Achievement Rate Tables. High student, apprentice and employer satisfaction ensures quartile A performance. 85% of students achieve or exceed their target grades, with 45% exceeding. Deliver AoC Digital Insight Hub outcomes incl. building staff capability and improving the student experience, while supporting Digital TEC objectives.
AIM 3: PEOPLE	
3.1 Be a sector leader in attracting, retaining and developing talent.	Workforce and talent pipeline strategy, aligned to growth and succession, successfully delivered to support the above aims and improve the vacancy fill rate by 2% and improve staff retention by reducing voluntary turnover to below 13%
AIM 4: PROSPERITY	
4.1 Financially strong college which outperforms national benchmarks and invests heavily in the college's future	DfE financial health - outstanding >250 points Cash generation >12% Cash days >70 days
4.2 Sector-leading facilities and resources that operate sustainably	Establish property strategy and prioritise projects Plan and procure IT network upgrades Establish sustainability baselines and measurement processes



Local needs duty

Background

South Staffordshire College works with employers, higher education partners and other providers to identify local skills needs, avoid unnecessary duplication and shape provision that serves its communities.

Collaboration with external stakeholders and other colleges has helped the College identify and respond to skills needs, assisted through funded opportunities such as bootcamps and capital projects. This has supported curriculum change, including revised technical qualifications, the introduction of a range of new short courses in green skills, an increasing range of entry and level 1 courses as well as sector specific short courses, such as in canine first aid and microchipping, an expanded range of T level qualifications, the introduction of bootcamps in sustainable energy and health, seeking Office for Students registration to expand our higher level offer, through to the college becoming a partner in two Technical Excellence Colleges (Advanced Manufacturing and Digital) and leading the way nationally as one of only 3 AoC Digital Insights Hubs.

Alongside meeting economic needs, the College continues to prioritise employability and aspiration. Skills Advisory Panels help maintain a strong connection with industry so that provision remains agile, responsive and future-focused.

Board summative statement

The Governing Body reviews how well the education and training provided by South Staffordshire College meets local needs and what actions may be taken, including with other providers, to better meet those needs. This is discharged through annual curriculum planning, in-year oversight of curriculum performance and risk, monitoring of Accountability Statement priorities, updates from the Skills Link Governor, oversight by the Governance & Search Committee of the process for discharging the duty as well as its oversight of Governor skills (positive assurance received on Governor skills in April 2026 External Board Review) and approval of this Dynamic Plan & Accountability Statement setting out strategy aligned to LSIPs.

Having reviewed these sources of assurance, the Governing Body concludes that the College has appropriate arrangements in place to review how well its provision meets local needs and to take action in response, working with employers, stakeholders and other providers as skills priorities change.

Ofsted's 2024 inspection reported that the College "makes a reasonable contribution to meeting skills needs" and that leaders engage effectively with stakeholders to align the curriculum with current and future skills needs.

The Board will continue to monitor curriculum responsiveness, delivery against Accountability Statement priorities, and collaboration with partners so that provision remains aligned to local, regional and national skills needs, including emerging LSIP priorities where relevant.



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 and that this document fulfils the statutory Local Needs Duty.

This document was approved by the Corporation at their meeting on 30 June 2026. The plan will be published on the college's website within three months of the start of the new academic year.

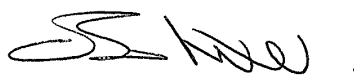
Chair of Governors



Mike Rowley

Dated: 30 June 2026

Principal Chief Executive



Claire Boliver

Dated: 30 June 2026

Location of our Accountability Statement

Our Accountability Statement can be accessed from the college website

https://www.southstaffs.ac.uk/wp-content/uploads/2026/07/Dynamic-Plan-Accountability-Statement_26-27.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-lsip-final-030823-amends-highlighted.pdf \(cw-chamber.co.uk\)](#) and Progress Report [west-midlands-and-warwickshire-local-skills-improvement-plan-progress-report-2025-final.pdf](#)

Staffordshire Employment and Skills Strategy 2023-2030 [Staffordshire-Employment-and-Skills-Strategy-2023-30.pdf](#)

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

Get Britain Working Local Plans [here](#)

Office for National Statistics for Staffordshire and areas served by the college [here](#)

Ministry of Housing, Communities & Local Government (Index of Multiple Deprivation) [here](#)

Staffordshire Observatory data is available [here](#)

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

Latest Ofsted Inspection report available [here](#)

West Midlands Combined Authority [Employment and Skills](#)

Staffordshire County Council [Economic strategy: 2023-2033](#)

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

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

