

# Warrington & Vale Royal College Accountability Statement

2025 - 2026



In association with college partners:

 Cheshire and Warrington  
Local Enterprise Partnership

 **WARRINGTON**  
Borough Council

 Cheshire West  
and Chester

 **NHS**  
England


 **NHS**  
Warrington and Halton  
Teaching Hospitals  
NHS Foundation Trust

 Warrington  
Disability  
Partnership

 **Warrington**  
& Co.

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& Vale Royal  
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(Board of Corporation approved in May 2025)



# Section 1: College's Purpose; Mission, Strategic Aims, Key Priorities and Pledges

Warrington & Vale Royal College - referred to as 'the college' throughout this document is a successful, medium sized, further education college, committed to serving the people of Warrington, Winsford and Northwich 'Vale Royal' and their surrounding areas. The college offers education and technical skills training to 16-18 year olds and adults from entry level to level 5, branding itself as a 'technical college' with an emphasis of 'careers not courses'. The college's offer does not include A levels, rather a comprehensive range of technical, professional, apprenticeship and community learning programmes for people of all ages and motivation.

The college plays a key role in the (many deprived) communities it serves and has embedded a culture of high aspirations and accountability and secured significant and tangible improvements across its provision, with outcomes and student feedback consistently above national averages. Furthermore, almost all students at the college continue to progress onto positive destinations, apprenticeships, employment, higher education etc. In November 2024, the college was graded by Ofsted as a "good" provider with three outstanding / strong grades for: behaviour and attitudes, personal development, most crucially in the context of this Accountability Statement, for responsiveness to local skills and priorities. The college was described by stakeholders as a 'pillar of the communities it serves' when consulted by Ofsted. The college also gained IIP Platinum status in spring 2025, an accolade which closely aligns with, and is reflective of, the college's value describing 'people as its greatest asset'.

The college has two main campuses located in Warrington and Winsford and has invested around £13 million into specialist Academies in advanced manufacturing and engineering, health and social care, advanced creative and digital skills and, latterly, construction and civil engineering and an Institute of Technology incorporating an Academy for life sciences and a sister Academy for health and social care. The investment into the college's Academies correlates directly with priority areas as outlined in the college's Investment and Growth Plan (developed in 2018), the LSIP and the Warrington Skills Commission report.

The college undertakes strategic planning on an annual basis, with the college's Board of Corporation reviewing and updating (where necessary) the college's development plan, strategic aims and key priorities. The college has set out its mission, values and strategic aims for the current year as follows:

## Our Mission: Realising potential; transforming lives.

**Our Core Values that guide our conduct and will be at the heart of every decision we make.**

1. **We put our students and customers first** - prioritising students and their learning and progress, realising their potential, delighting our customers.
2. **We recognise that people are our greatest asset** - recruit and retain the most talented staff, investing in them to fulfil their potential, creating a wealth of opportunities for personal development and progression, creating a culture of co-prosperity, rewarding them for the work they do.
3. **We pursue excellence in all we do** - a passion for high quality education, training and skills solutions, holding ourselves to the highest possible standards, meeting (and exceeding) targets, making improvements, valuing creativity, supporting digital innovation and pedagogy.
4. **We embrace change** - looking forward to the future, embracing new technologies, anticipating and responding to ongoing economic and social needs and demands, maintaining a growth mind-set, exploring new routes to partnership, collaboration and growth.
5. **We collaborate and work in partnership with others** - actively seeking opportunities to work with others in the best interests of the college community and key stakeholders.
6. **We operate sustainably, ethically and responsibly** - taking action to achieve net zero carbon targets, acting with integrity, with high levels of accountability and complete transparency, treating others fairly and with respect, communicating clearly, concisely and openly.

7. **We are guided by the principles of sound financial stewardship and operational efficiency** - ever-mindful of an increasingly risk-laden operational environment, the need for broader sensitivity analysis in budgeting and forecasting and the importance of mitigating risks that could affect the college's solvency.

## **Our Strategic Aims (SAs):**

The college has three, revised strategic aims (SAs) articulated in the college development plan:

**SA1:** Provide exceptional technical learning opportunities, such that the college's journey from good to great continues at pace.

**SA2:** Establish a first-class Technical Excellence College with an inclusive, responsive, skills-based provision that resonates with national and sub-regional priorities, and meets the needs of local sectors and our employer and community partners.

**SA3:** Secure the college's continued, good financial health, meet (or exceed) forecasted income targets and assure its future financial viability.

For note: the college's strategic aims have been re-drafted - although in essence continue to drive the college's high quality, well taught provision and responsiveness to skills and local community issues - any further changes will be added to this document post-publication, following governor approval in July 2025.

## **College Pledges in Response to National, Sub-Regional and Local Priorities**

1. Whilst the first phase of the LSIP has focused on manufacturing, health and social care and life sciences, there is an acknowledged resonance between wider national and sub-regional priorities as follows:

- Construction
- Advanced Manufacturing and Engineering
- Digital, Technological and Creative
- Health and Social Care
- Science and Maths

for which the college will continue to invest in and develop a range of employer-led, high-quality education and skills training opportunities through T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps and HTQs.

2. Very closely aligned with the LSIP (phase one) priorities, the college will develop a distinct STEM identity and brand for the Winsford campus aligned with recent investment (in manufacturing and engineering) and the aspirations of the Institute of Technology (for life sciences, health and care). In addition, the college will continue to explore possibilities for the viable expansion of its provision across Winsford and Northwich, for example, in construction trades and/or through engagement with the Knights Grange project, as and when this develops.
3. Working collaboratively with partners, the college will ensure that its ACL is focused on stated, national funding priorities in the communities where it is most needed across Warrington, Winsford and Northwich. ACL priorities as follows:
- Engaging and building confidence
  - Preparation for further learning
  - Preparation for, and supporting routes into, employment
  - Improving essential skills (English, ESOL, maths, digital)
  - Equipping parents / carers to support children's learning
  - Health and wellbeing
  - Developing stronger communities



4. The college will continue to embed careers, employability skills and work-readiness into its education and skills training, responding to those listed in the LSIP as follows:
  - Numeracy
  - MS Office Skills
  - Leadership and management
  - Personal productivity
  - Equality, Diversity and Inclusion (EDI) awareness
  - Emotional Intelligence and resilience
  - Communication skills
  - Literacy
  - Problem solving
5. Leading by example, the college will continue to embed and develop generic and sector-contextual digital skills into its education and skills training.
6. Leading by example, the college will continue to embed the principles of sustainability and sector-contextual 'green skills' into its education and skills training.
7. The college will continue to tackle the consequences of disadvantage; closing attainment gaps where they are evident and will work with partners to develop its SEND provision and assist in reducing those who are NEET- in communities where they are prevalent in Warrington, Winsford and Northwich - supporting their routes into employment.
8. In line with its values and People Plan, the college will recruit and retain education professionals to deliver high quality, employer-led education and skills training, ensuring that they have up to date knowledge and understanding of priority sectors and their future skills needs.

Specific targets and outcomes for each of the eight pledges have been articulated in Section 4 (page 9 onwards) and these represent the college's commitment to national, regional and local priorities and targets for growth are included where applicable (pledges 1,2,3,6 and 7).

For note: the college's pledges (aligned with the college's strategic aim 2) have been re-drafted - although in essence continue to drive the college's responsiveness to skills and local community issues - and will be added to this document post-publication, following governor approval in July 2025.



## Section 2: College's Context and Place

The Corporation of the college was established under The Further and Higher Education Act 1992 for the purpose of conducting Warrington & Vale Royal College. The college is an exempt charity for the purposes of Part 3 of the Charities Act 2011.

The Corporation was originally incorporated as Warrington Collegiate. However, following an area-based review of Further Education provision across Cheshire and Warrington, the college's Corporation agreed to merge with Mid Cheshire College. This merger saw Mid Cheshire College dissolve and transfer all its assets and liabilities to Warrington & Vale Royal College at fair value on 1st August 2017. On 27th July 2017, the Secretary of State for Education granted consent to the Corporation to change the college's name to Warrington & Vale Royal College with effect from 1 August 2017.

The college has two main campuses located in Warrington and Winsford and has invested around £13 million into the development of specialist Academies in: advanced manufacturing engineering, health & social care, creative & digital skills and construction and civil engineering. The college has also recently concluded work, subsequent to an investment in the facilities and resources at the Winsford campus, to create an Institute of Technology (pan-Cheshire with three other FE colleges) for health science and health care. The college operates across two local authorities - Warrington and Cheshire West and Chester - and within the LSIP boundary of Cheshire and Warrington. The college is also directly funded by Liverpool City Region (LCRCA) for adult education.

The college has invested in free bus travel for its 16-19 year old students and presently has seven buses travelling into the college's Warrington campus originating, broadly, within a 20 mile radius including Winsford and Northwich. Many adults work in Warrington and have found the campus in the town to be a good and convenient place to study.

The college is proud to serve a number of areas where deprivation is high; 41% of the college's student population (all ages and across Warrington, Winsford and Northwich) and almost half of the 16-18 student cohort at Warrington reside in 'deprived' postcodes. In Warrington, the highest-ranking areas for deprivation are predominantly the inner, town-centre areas of Bewsey and Whitecross, Orford, Padgate, Penketh, Poplars & Hulme and Latchford, all of which are served by the Warrington campus. In the Vale Royal area, the highest-ranking areas for deprivation are Winnington Castle, Winsford Over and Verdin, Winsford Swanlow and Dene and Winsford Wharton, the majority of which are served by the Winsford campus. The college is committed to engagement and inclusion, selecting a curriculum that prepares students for progression onwards into education, training and/or employment (particularly the latter) and tackles the very real issues of social disadvantage in the communities it serves.



## Section 3: Approaches to Developing the Accountability Statement

The college acts as an anchor institution and is well represented in the communities it serves, working with many local, operational stakeholder groups, and in strategic partnership with a number of key stakeholders and stakeholder groups (not an exhaustive list) as follows:

- Employer Steering Groups, various and in all stated priority sectors
- ERBs, the Local Enterprise Partnership: Board membership, various LEP (now Enterprise Cheshire & Warrington) funded projects
- Warrington Borough Council: Warrington and Co., Levelling Up (Town Deal) Board, Warrington Skills Partnership
- The University of Chester
- WASCL: Warrington Association of School and College Leaders
- CWASH: Cheshire West & Chester School Headteachers
- CWIEB: Cheshire West Improving Education Board
- Consortium of Cheshire (FE) Colleges: working in close collaboration with Cheshire College South and West, Reaseheath College, Priestley College and Macclesfield College, various groups from principals' group onwards along with other neighbouring colleges such as Sir John Deane's Sixth Form College and Riverside College
- Warrington & Halton NHS Trust: Town Deal partner, reciprocal governor representation
- Warrington Disability Partnership: partner and advisor
- Community groups / centres in Orford, Westy, Fearnhead, Croft, Culcheth, Bewsey and Dallam and Nora Street with plans to extend the reach even further in Warrington, Winsford and Northwich
- Association of Colleges: partner colleges across the north, for example, York College
- Department for Education: Strategic Development Fund and Institute of Technology bids / projects
- Department for Levelling Up, Housing and Communities: Town Deal bids / projects

The college is in almost constant dialogue with the local and national stakeholders above and uses their feedback, and other desk-based information e.g. the LSIP, to develop and achieve the college's strategic aims and priorities. The college considers its agency as an anchor institution, at least in part, to help its partner stakeholders to meet their priorities too. The college aims to improve and build upon its stakeholder engagement, acting as a local system leader and cementing its place in the hearts and minds of the stakeholders and communities it serves. The college has firmly cemented an already strong relationship with Warrington Borough Council and the principal also meetings regularly with the CEO of Cheshire West & Chester Council. The college's senior team has engaged in a number of joint senior team meetings with Cheshire West & Chester Council, with more planned to identify, discuss and respond to their particular needs more effectively. Naturally, the college is supportive of Cheshire and Warrington's move to devolution, now in train, and will continue to contribute going forward to ensure that education and skills training remains a key priority.

For example, as part of the college's commitment to supporting Cheshire West and Chester Council with their improvement plans, meetings were held between the leaders of the college (WVR), Cheshire College South and West (CCSW) and Sir John Deane's Sixth Form College (SJD). Each college committed to a research exercise, providing 16-19 student participation data between the years of 2017-2024 for a number of CW postcodes (CW1, CW7, CW8, CW9, CW10) in the environs of Northwich and Winsford, towns which are served by all three colleges. The key findings from the research, for these years, indicated:



- proportionally fewer 16-19 year old students studying at or below level 2 (21%), with the remainder at level 3 (79%), noting that SJD offers A level courses only (level 3)
- both WVR and CCSW had a greater proportion of 16-19 year old students studying at or below level 2: 47% (WVR) and 35% (CCSW), compared to the overall figure (21%)
- overall numbers of students studying at or below level 2 have increased by 20% (from 342 in 2017/18 to 412 in 2023/24).

Warrington & Vale Royal College and Cheshire College South and West already enjoy a close collaboration between themselves and other FE colleges across Cheshire and Warrington. However, following the outcomes of the research exercise, both colleges are committed to working ever closer to serve the needs of young people through a collaborative curriculum - especially those studying at or below level 2 - adults and employers in and around Northwich and Winsford. In response to specific concerns about higher numbers of young people NEET, senior leaders at the college coordinated a meeting for partners at the Winsford campus to discuss and address the NEET issue, especially around Winsford. A networking group has since been established to enable Youth Services to signpost NEET young people to appropriate provision. The college set up a NEET offer, but, despite a number of referrals to it, there was no engagement. The college is working more closely with Winsford Academy to develop a range of interventions for pupils (from Year 9) who have the potential to become NEET and are on the school's RONI list. Both colleges have, however, redesigned lower level curriculum to provide clear pathways through the entry onto level 1 provision as well as ensuring learners could enrol mid-year to level 1 courses.

The college recognises that it does not have a base/premises in Winsford, which means that the costs of travel can be a barrier to accessing learning. Therefore all 16-19 aged learners can access dedicated college buses or are provided with a bus pass so that can access campuses in Crewe, Chester and Ellesmere Port without incurring travel costs. In addition, a free breakfast and hot lunch meal is also provided so that hunger is not a barrier to learning.

Since the publication of the college's Accountability Statement in June 2024, the UK elected a new government and they have subsequently:

- launched a new body - Skills England, to transform skills opportunities, create a shared national plan to boost skills and drive economic growth - and published an initial Skills England report (September 2024) outlining the skills challenges that need to be addressed and
- published a White Paper (November 2024) - Get Britain Working - to build and inclusive and thriving labour market through a modern industrial strategy and local growth plans, improving the quality and security of work and reform employment support (bringing together the aspects of skills and health)

The college's Accountability Statement responds to the priorities and aspects of the Skills England report and Get Britain Working White Paper through each of the 8 pledges, updated to take these key documents into account, key actions summarised below:

## Skills England

- Working with employers (over 600 currently) to explain the qualifications landscape (Pledges 1 & 2)
- Enhance careers advice and support for students such that pathways into skilled careers are clear (Pledge 4)
- Equip students with literacy, numeracy and digital skills (Pledges 4 & 5)
- Through the work of the college's Academies and Institute of Technology, address the skills issues evident in national priority sectors: health and social care, manufacturing, scientific / life sciences, construction, creative and digital and emerging AI and green sectors (Pledges 1,2,5 & 6)
- College provision clearly evidences transition towards industry-specific green skills (Pledge 6)
- College provision clearly evidences transition towards industry-specific digital skills (Pledge 5)



## Get Britain Working

- Directing the Adult Skills Fund - tailored and lower level learning - towards those excluded from the labour market, those with health conditions, caring responsibilities and lower skills levels (Pledge 3)
- Ensuring a high-quality education and skills training for young people leaving school and assist in fulfilling the Youth Guarantee (Pledges 1 & 7)
- Ensuring the work of the Business Centre supports adults in work to progress into higher paid, high quality jobs (Pledges 1 & 2)
- Ensuring high-quality education and skills training for adults such that they can access high level employer opportunities, assisting employers to recruit to hard to fill vacancies (Pledges 1 & 2)
- Being well prepared for devolution such that the college can assist in the development and implementation of Get Britain Working Plans and a Connect to Work offer (All Pledges)
- Capitalise on the new flexibilities of the new Growth and Skills Levy (Pledges 1 & 2)
- Continuing to support our young people as they transition from college through an enhance careers service and industrial placements (Pledge 4)
- Aligning our careers offer with the work of the jobs and careers service (Pledge 4)



## Section 4: College's Contribution to National, Regional and Local Priorities (Summary and Actions Arising from Local Needs Duty)

College Pledge in Response to National, Regional and Local Priorities				ELT / SLT Lead(s)	CDP XRef TBC	Target Outcomes 2024/25 <i>Updates in italics</i>
<p>1. The college will continue to invest in and develop a range of employer-led, high-quality education and skills training opportunities through T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps and HTQs.</p> <ul style="list-style-type: none"><li>Construction</li><li>Advanced Manufacturing and Engineering</li><li>Digital, Technological and Creative</li><li>Health and Social Care</li><li>Science and Maths</li></ul>				VPC  APBG  CD's	2.1	<p>1. New T levels for 2024: Laboratory Sciences, Healthcare Science, Engineering Process and Control (tool making), Engineering Maintenance and Repair (Electric Vehicles), Business and Accounting, Design and Surveying.</p> <p><i>Laboratory Sciences and Health Science did not recruit in 2024/25 (the latter withdrawn by the DfE in 2026), although we continue to market pathways for 2025/6. Engineering has recruited, albeit on low numbers and we are building on this for 2025/26.</i></p> <p><i>Business and Accounting recruited well and is set to repeat this pattern in 2025/26.</i></p>
						<p>2. New apprenticeship standards for 2024: Level 3 Multi-Channel Marketer (replaced the Digital Marketer Standard). <i>Marketing has had a poor uptake and will likely be decommissioned in 2025/26.</i></p> <p>Level 3 Low Carbon Heating Technician, Level 3 Gas Engineer Operative. <i>The low carbon standard has not recruited. However, an environmental pathway has been included within the existing plumbing and heating standard offer. The Level 3 Gas Engineer standard will require additional resources so has, as yet, not started.</i></p> <p>Level 3 Advanced and Creative Hair Professional has not recruited.</p> <p>Level 3 Metal Fabrication has not run but we are offering L3 Engineering Fitter as an alternative.</p> <p>Level 4 Lead Engineering Maintenance Operative, <i>will run in 2025/26.</i></p> <p>Level 4 Data Analyst <i>has not recruited in 2024/25 and is</i></p>
	Baseline 2023/24	Target for Growth 2024/25	Progress 2024/25			
T Levels	39	190 (+ 39 rolled over)	New starts: 113			
Apprenticeships	315 starts (does not include roll overs)	356 starts (does not include roll overs)	New starts: 228 (March 2025)			
Skills Bootcamps	0	0	Delivered to 9 learning facilitators  Plans in place for the remainder of the year  8 on science  Up to 16 on construction			
HTQs	6	30 (+ 6 rolled over)	36			



			<p><i>under review for 2025/26.</i></p> <p><i>Level 5 Learning and Skills Teacher only one recruited on to this standard so far however we are looking to put all future teacher training through this pathway.</i></p> <p><b>3. New Skills Bootcamps for 2024:</b></p> <p><i>Early Years, Retrofit and Visitor Economy Bootcamps did not run.</i></p> <p><i>An Education Bootcamp upskilled 9 of the college's Learning Facilitators.</i></p> <p><i>The college has approval to run Bootcamps construction and science in 2025 and stage 1 applications in to run further Bootcamps in air and ground source heat pumps and data analysis in June 2025.</i></p> <p><b>4. New HTQs for 2024: Electrical and Electronic Engineering and General Engineering.</b></p> <p><i>These HTQs recruited in 2024/25.</i></p> <p><b>5. Keep abreast of the needs and demands of the haulage and logistics sector, especially with the requirements for professional roles and import and export post-Brexit, responding with education and skills training where needed. Servicing this sector through professional qualifications at level 4+.</b></p>
<p><b>2. Very closely aligned with the LSIP (phase one) priorities, the college will develop a distinct STEM identity and brand for the Winsford campus aligned with recent investment (in manufacturing and engineering) and the aspirations of the Institute of Technology (for life sciences, health and care). In addition, the college will continue to explore possibilities for the viable expansion of its provision across Winsford and Northwich, for example, in construction trades and/or through engagement with the Knights Grange project, as and when this develops</b></p>	<p>VPC APBG CD's</p>	<p>2.2</p>	<p><b>1. New T levels: Healthcare supporting Adult Nursing. Addition of T Levels in the following areas for 2025/26: Education and Early Years and Assisting Teaching (health and mental health pathways).</b></p> <p><b>2. New apprenticeship standards:</b></p> <p><i>Level 4 Engineering Manufacturing Technician Started in 2024/25 with 4 on it now.</i></p> <p><i>Level 4 Lead Engineering Maintenance Operative looking to start this in 2025/26 its likely this standard will replace the manufacturing technician going forward.</i></p>

	Baseline 2023/24	Target for Growth 2024/25	Progress 2024/25
(Winsford)	Target for Growth 2024/25 (Winsford)	Progress 2024/25	New starts: 113
T Levels	0	16	0 at Winsford
Apprenticeships	15 starts (does not include roll overs)	46 starts (does not include roll overs)	14 new starts so far in 24/25
Skills Bootcamps	0	0	9
HTQs	0	3	17

3. Working collaboratively with partners, the college will ensure that its ACL is focused on stated, national funding priorities in the communities where it is most needed across Warrington, Winsford and Northwich. ACL priorities as follows:

- Engaging and building confidence

VPC  
APBG  
CD's

2.3

3. Free courses for jobs  
Counselling. *Two thirds of our students (54 of 81) studying level 3 counselling are doing so as part of our free courses for jobs allocation.*
4. Skills Bootcamps: Planned for 2025/26.  
*See above for the current position on Bootcamps, new applications will be submitted aligned with the needs of the local economy.*
5. HTQs: General Engineering  
*The HTQ in General and Electrical / Electronic Engineering are underway in 2024/25.*
6. Employer-responsive provision: Engineering, Health, Life Sciences and Leadership & Management, including Clinical Skills via Multiply.  
*Delivered very successful Multiply projects both at Warrington and Winsford.*  
*Clinical skills are moving to a subscription service for Warrington and Winsford. Business and Partnership managers continue to work with employers to respond to local skills needs.*
7. Continued partnership working with Cheshire West & Chester Council to explore possibilities for the viable expansion of college provision across Winsford and Northwich.  
Engagement with Knights Grange developments, continuing into 2025.  
*Knights Grange project is not being pursued currently.*

1. Increased tailored learning budget by >£60K to around £900K. *The allocation in 2024/25 is £956k.*
2. The tailored learning strategy to be aligned to, and monitored against, each of the recognised, national key aims: *The offer is completely aligned to the key aims.*
  - Engaging and/or building confidence



- Preparation for further learning
- Preparation for, and supporting routes into, employment
- Improving essential skills (English, ESOL, maths, digital)
- Equipping parents / carers to support children's learning
- Health and wellbeing
- Developing stronger communities

	Baseline 2023/24	Target for Growth 2024/25	Progress 2024/25
Tailored Learning	£840K	£900K	Allocation is

- Preparation for further learning
- Preparation for employment
- Improving essential skills
- Equipping parents/carers to support children's learning
- Creative Wellbeing
- Developing stronger communities

3. Course offer will be aligned to the government key aims to ensuring that education and training are accessible to all, particularly focusing on transformation for those in greatest need. The tailored learning provision specifically targets the most vulnerable, disadvantaged, and socially isolated members of the communities served.

4. Enhance the tailored learning offer in disadvantaged areas to meet 65% KPI. Target outreach efforts towards disadvantaged postcodes, making courses more accessible to those within deprived areas. Additionally, explore the feasibility of establishing satellite centres in town centres, with a focus on Northwich.

*Progress made to reach the most disadvantaged but there is work to do still to realise the KPI of 65%. Tailored learning has expanded into community venues in Croft, Culcheth, Fearnhead, Great Sankey, Greenwood, Orford, Padgate, Penketh, Runcorn, The Gateway Centre, Walton Lea, Whitecross as well as Warrington and Winsford campuses.*

5. Launch a marketing initiative to promote course offerings in venues such as local businesses, medical centres, children's centres, council facilities, libraries, and churches across Warrington, Winsford, and Northwich. See above.

6. Expand connections to offer college services within the Winsford Workzone, adopting a collaborative approach to bolster support for the local community. *The college has a good and collaborative working relationship with the Workzone at Winsford.*

			<p>7. Increase the proportion of males engaging in tailored learning and adapt the course offer to appeal to them. Increases in male participation - rising from 482 last year to 597 this year - supported by a tailored learning curriculum plan that targeted males onto:</p> <ul style="list-style-type: none"> <li>• Short ESOL conversational courses</li> <li>• Additional Creative Writing sessions (delivered by a published author)</li> <li>• Further digital skills courses</li> <li>• Introduction to Carpentry and Joinery</li> <li>• Introduction to Bricklaying</li> <li>• Digital Photography (Editing)</li> <li>• Getting started with Website Design</li> <li>• Languages</li> </ul>								
<p>4. Leading by example, the college will continue to embed careers, employability skills and work-readiness into its education and skills training including the development of transferable skills valued by employers and articulated in existing models such as Skills Builder as follows: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork.</p> <table border="1"> <thead> <tr> <th></th><th>Baseline 2023/24</th><th>Target for Growth 2024/25</th><th>Progress 2024/25</th></tr> </thead> <tbody> <tr> <td>SEND provision</td><td>1215 students supported</td><td>1276 students supported (projected +5% in demand)</td><td>Adults and POS students with a declared need including MH who have support available to them. 16-19 - 710 19+ - 1186</td></tr> </tbody> </table>		Baseline 2023/24	Target for Growth 2024/25	Progress 2024/25	SEND provision	1215 students supported	1276 students supported (projected +5% in demand)	Adults and POS students with a declared need including MH who have support available to them. 16-19 - 710 19+ - 1186	VPC CD's	2.4 2.5	<p>1. Implement a Careers strategy for adults focusing on 'Careers not Courses' positioned on the Adult Personal Development Platform to drive forward CEIAG to match the good practice already evident for 16-18 year olds.</p> <p><i>Adult students have access to careers advice and guidance, strategies for personal development and health and wellbeing via the website.</i></p>
	Baseline 2023/24	Target for Growth 2024/25	Progress 2024/25								
SEND provision	1215 students supported	1276 students supported (projected +5% in demand)	Adults and POS students with a declared need including MH who have support available to them. 16-19 - 710 19+ - 1186								



NEET provision	40 students on Princes Trust (+19 over delivery)	50 students on Princes Trust (+ any over delivery, if applicable)	So far in 24/25 we have 47 16-19 year olds and 27 - 19+ on the Kings trust programme.			
5. Leading by example, the college will continue to embed and develop generic and sector-contextual digital skills into its education and skills training.				VPC CD's DT&L	2.6	<p>1. Work in partnership with Warrington Borough Council to support with the delivery of the 'Improving Digital Inclusion IT' grant with the goal of helping the local community to improve their digital skills. Whitecross community will serve as the central hub with additional sub-venues in Culcheth, Orford and Padgate. <i>There is an extensive basic digital skills offer available across Tailored Learning.</i></p> <p>2. Develop the use of Ed Tech across a wider variety of courses: L4 Counselling, a variety of employer responsive provision. <i>A programme of CPD is underway, for example, the Counselling team have developed effective blended learning approaches, teaching synchronously online as well as hybrid delivery.</i></p> <p>3. Develop the use of hybrid learning across a wider variety of courses: Level 4 Counselling. <i>See above.</i></p> <p>4. Sector-contextual digital skills continue to be overt in curriculum intent, design and sequencing documentation by 2024, continuing into 2025. <i>Digital skills increasingly being mapped into curriculum plans and schemes or learning. Digital skills initial assessment also helping to shape curriculum sequencing and design.</i></p> <p>5. Develop teachers' knowledge and use of AI Tools (in particular Teachermatic) in order to enhance student experiences as well as streamline workflows and reduce teacher workload. <i>Continued in-house training has continued throughout the</i></p>

academic year on the use of Teachermatic, ChatGPT, as well as other useful AI applications to streamline workflow and reduce workload.

6. Begin to teach our students how to use AI ethically, responsibly and skilfully in order to elevate their own learning and prepare for careers that utilise such technology.

*Sessions have been delivered to staff and students on the ethical and transparent use of AI in assessments. This is in its infancy at present. A more robust digital induction is planned for September for all students including clear guidelines on the acceptable use of AI.*

7. Enhance the quality of our independent blended learning experiences for students even more personal with asynchronous tools that engage and assess. *Blended learning has improved this year with more innovative approaches being use by teams. A blended learning review took place in the spring term to identify strengths and areas for development. Key recommendations were shared as a result and further CPD delivered to teams who required such targeted support.*

8. Continue to develop the use of EdTech tools to check for understanding and develop students' long-term knowledge. *Ongoing development. Lots of different tools being used for this including Slido, MentiMeter, Kahoot and Padlet. This is a key focus area and has accelerated recently with the uptake of the use of Google Practice Sets.*

9. Develop the use of blended learning teaching strategies in classroom teaching now that we have invested in the technical capacity to do so across the college. *See above. More CPD needed in these areas for teams who have not yet started to embrace this type of teaching. However, training is being rolled out on the use of the new interactive screens in classrooms to facilitate such teaching approaches.*

			<p>10. Continue to develop students' essential digital skills in with a specific focus on employability and careers.</p> <p><i>Lots of essential digital skills and creative digital sessions have been delivered to students since we launched our new 'Future You' menu of options. The digital initial assessment has allowed us to focus on key areas for need and gaps in digital confidence.</i></p>
<p>6. Leading by example, the college will continue to embed the principles of sustainability and sector-contextual 'green skills' into its education and skills training.</p>	<p>DPFR VPC CD's</p>	<p>2.7</p>	<p>1. Reduce carbon emissions in line with the college's established Carbon Management Plan:</p> <ul style="list-style-type: none"> <li>• Reduced carbon emissions (scope 1 &amp; 2) by 30% from 665 tonnes to 454 tonnes by 2024/25.</li> <li>• Reduced carbon footprint (scope 1 &amp; 2) by 24% from 1.34 tonnes per staff member to 1.02 tonnes per staff member by 2024/25.</li> <li>• Generated 30% of our own electricity at the Warrington campus through the installation of Solar PV panels on site by 2024/25</li> <li>• Reduced printing units by 10% from the equivalent of 7.23 trees (582,000 sheets) y/end 2021/22 to 6.5 trees (523,800 sheets) by 2024/25.</li> </ul> <p>2. Continue to ensure that the principles of sustainability and sector-contextual 'green skills' are included in curriculum intent, design and sequencing, leading to raised awareness, attitudinal change and positive action, continued into 2025/26.</p> <p><i>All curriculum areas have embedded contextual green skills into their curriculum.</i></p> <p>3. Launch the 'Green Skills Hub'</p> <p><i>The Green Skills Hub will be fully functional by September 2025. Plans in place to deliver education and skills training that builds competence and capacity in the retrofit supply chain by training and upskilling installers and retrofit professionals such that they can install energy efficient devices through the government's energy efficiency schemes,</i></p>



			meeting government targets for PAS and MCS standards and increasing the number of competent installers and retrofit professionals. The hub will also provide tailored support to unemployed people and those currently underrepresented in the construction trades sector.												
<p>7. The college will continue to tackle the consequences of disadvantage; closing attainment gaps where they are evident and will work with partners to develop its SEND provision and assist in reducing those who are NEET - in communities where they are prevalent in Warrington, Winsford and Northwich - supporting their routes into employment.</p> <table border="1"> <thead> <tr> <th></th><th>Baseline 2023/24</th><th>Target for Growth 2024/25</th><th>Progress 2024/25</th></tr> </thead> <tbody> <tr> <td>SEND provision</td><td>1215 students supported</td><td>1276 students supported (projected +5% in demand)</td><td>Adults and POS students with a declared need including MH who have support available to them. 16-19 - 710 19+ - 1186</td></tr> <tr> <td>NEET provision</td><td>40 students on Princes Trust (+19 over delivery)</td><td>50 students on Princes Trust (+ any over delivery, if applicable)</td><td>So far in 24/25 we have 47 16-19 year olds and 27 – 19+ on the King's Trust programme.</td></tr> </tbody> </table>		Baseline 2023/24	Target for Growth 2024/25	Progress 2024/25	SEND provision	1215 students supported	1276 students supported (projected +5% in demand)	Adults and POS students with a declared need including MH who have support available to them. 16-19 - 710 19+ - 1186	NEET provision	40 students on Princes Trust (+19 over delivery)	50 students on Princes Trust (+ any over delivery, if applicable)	So far in 24/25 we have 47 16-19 year olds and 27 – 19+ on the King's Trust programme.	VPC CD's	2.8	<p>1. The college will bring wider partners together to discuss SEND and NEET provision in and around Northwich and Winsford so that it may be better coordinated.</p> <p><i>In response to specific concerns about higher numbers of young people NEET, senior leaders at the college coordinated a meeting for partners at the Winsford campus to discuss and address the NEET issue, especially around Winsford. A networking group has since been established to enable Youth Services to signpost NEET young people to appropriate provision. The college set up a NEET offer, but, despite a number of referrals to it, there was no engagement. The college is working more closely with Winsford Academy to develop a range of interventions for pupils (from Year 9) who have the potential to become NEET and are on the school's RONI list.</i></p> <p>2. The college will continue work with Cheshire College South and West to respond to the 'hotspots' in certain CW postcodes in and around Northwich and Winsford, this pertains to lower level - Entry and level 1 - provision especially. <i>Ongoing work, continuing. Much lower level and NEET work provided through CCSW Crewe campus.</i></p> <p>3. SEND provision to expand to include additional personal and social development courses at level one in Winsford. <i>This has been established.</i></p> <p>4. The college will build on its relationship with the Cheshire west supported internship governance programme and add a pre- supported internship option to the course offer. <i>The college regularly contributes to the Cheshire West &amp;</i></p>
	Baseline 2023/24	Target for Growth 2024/25	Progress 2024/25												
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			<p><i>Chester Supported Internship governance group, attending regular meetings. The college also offers a pre-Supported Internship programme.</i></p> <p>5. The college will look to secure funds to develop an independent living flat at the Winsford campus to further enhance the offer to include independent living skills. <i>Funds have been secured and work has started.</i></p> <p>6. The college will explore further supporting the King's Trust in the delivery of its programme to include additional groups at Winsford in a bid to expand capacity and reduce the number of students who are NEET. <i>Work continues with the King's Trust to expand provision at both Winsford and Warrington.</i></p> <p>7. The college will continue to offer in year enrolment to courses in the foundation curriculum area to support students who are NEET. <i>This is in place and has been accessed by young people.</i></p> <p>8. The college will continue to meet regularly with local authority representatives to ensure the curriculum offer is meeting the needs of the communities we serve and where appropriate support them by commissioning bespoke programmes where possible. <i>Regular meetings take place with all stakeholders.</i></p>
8. In line with its values and People Plan, the college will recruit and retain education professionals to deliver high quality, employer-led education and skills training, ensuring that they have up to date knowledge and understanding of priority sectors and their future skills needs.	DPFR VPC CD's DHR DT&L	3.5	<p>1. Establish an 'Academy' for recruitment and retention of Construction teachers and other technical roles. To include marketing campaigns and recruitment events 3 times a year. <i>3 marketing campaigns and recruitment events have been held in 2024/25, contributing to an improvement of recruitment and retention of teachers in construction trades with a much reduced turnover of staff (45% in 2024 to 7.5% in 2025) .</i></p> <p>2. Taking Teaching Further programme joined and utilised for</p>

			<p>Round 7.</p> <p>5 ECTs have been funded through this programme.</p> <p>3. Golden Hellos used alongside the highlighting and publishing of the Levelling up in FE campaign (up to £6K Government Funded attraction and retention bonus for ECTs).</p> <p>44 ECTS have been verified as being eligible for 6K funding.</p> <p>4. Teacher Mentoring Programme joined and utilised for Cohort 4 (opens in September).</p> <p>5 more mentors have been trained as well as the establishing of a mentoring network in FE as a result of a 5K further funding.</p> <p>5. 3 days have been allocated to Cross college CPD for 2024-25. Themes to include Digital, Sustainability and others.</p> <p>Embedded into CPD days in 2024/5.</p> <p>6. Maximise project funding for technical upskilling as appropriate and specifically for T levels and HTQs.</p> <p>Funding has been utilised to upskill staff in areas such as clinical skills, leadership and management, attaining Drone licences and CAD.</p> <p>7. Wednesday afternoons allocated to cross college CPD throughout 2024/25.</p>
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## Key

Initials	Full Title
APBG	Assistant Principal: Business Collaboration & Growth
CD's	Curriculum Directors
DHR	Director Human Resources
DPFR	Deputy Principal: Finance and Resources
DT&L	Director of Teaching and Learning and Professional Development
VPC	Vice Principal: Curriculum