

Annual Accountability Statement

2024/25



1. Purpose

The earliest predecessor to the college was the Scunthorpe Technical High School which and was eventually designated as a sixth form college in 1992. Today we are an internationally focused sixth form. The college attracts students from around the world. It is a tier 4 licence holder and for over 25 years has attracted international students to study in Scunthorpe. In 2023 the College received outstanding in all areas in the Ofsted social care inspection related to this provision.

Our primary purpose is to aid progression to higher level qualifications or higher level apprenticeships. We are a major enabler of social mobility. Our students aspire to professional, managerial or entrepreneurial careers with the majority of them progressing to university study. We have high aspirations for our learners and this results in many of our learners leaving the area and never returning. Our curriculum intent represents our core purpose and the colleges ethos and values. Our curriculum intent can be found on the Leggott website.

Our vision is to be an outstanding provider of education that prepares its learners for progression and achievement. Our mission is to create an inclusive community, where the learner is at the centre of what we do, with a sense of belonging that challenges and inspires through consistently high quality teaching support and care.

The John Leggott College strategic plan 2024-2027 was approved by the Corporation in May 2024. The strategy has several themes:

- Culture, Contribution, Consistency
- Responsive Curriculum
- Sustainability
- Partnerships
- Excellence
- Growth
- A consistent campus and wider estate

2. College Context and Place - *Our Curriculum Intent*

JLC is a high aspiration, open access sixth form college with learners from entry to level 3 - pulling a wide range of students from across large swathes of our local regions and attracting a small cohort of international students from countries around the world, enhancing our Leggott community. Our curriculum focus is regularly reviewed to map against local, regional and national needs - specifically through alignment to the local skills improvement plan and the skills gaps identified within the Greater Lincolnshire Local Enterprise Partnership (LEP) and LSIP priorities.

The college has a proven track record of enabling social mobility in an area of low aspiration and disadvantage. Our curriculum is designed to encourage the same high aspirations we have as a college, within our learners themselves, supporting them to gain the confidence they need in achieving their hopes and dreams. We invest in programmes of study to develop learners' knowledge, skills and behaviours and complement this with opportunities that enhance their academic studies. We ensure support for learning goes beyond the classroom - providing wrap-around support from our nationally commended pastoral teams

The 2022/23 academic year was a strong year for JLC, showing further significant improvement across the majority of all key areas. The college has extensively developed its outward focus approach working closely with the local community and its employers to align our curriculum and provide opportunities for students to develop a range of skills. The college has continued to invest significantly in teaching, learning and assessment, giving staff the opportunity to up-skill and expand their pedagogical and subject-specific knowledge - the result of which has seen the college achieve record breaking outcomes across large numbers of our curriculum subjects and many staff being recognised nationally for the work they play in supporting learners. The college is committed to consistently supporting our students to unlock the doors for their future, seeing a record 100% rate of positive progression for funded, completing students leaving us upon successful completion of their study programmes - this is up from from 99% in 2021/2022

In 2023 the college launched an Upskill programme. This programme focusses directly on preparing our student body for life after college and aligns to the main curriculum area they wish to progress onto. The programme develops real life employability skills to equip students with sustainable skills for the future and adheres to the LEP and LSIP priorities. This strategic initiative has enabled the college to realign our pastoral groups to align with individual progression aims, resulting in tutor groups tailored to develop industry specific skills. Students are given opportunity during timetables sessions weekly to work directly with employers to bring learning to life and enable the development of real life skills. Through the programme the college is able to support the skills gaps identified in LEP/LSIP priorities.



This results in many students choosing to leave their local context and as a consequence a significant number of highly qualified future professionals post JLC leave the area and reside in other parts of the UK or the world. In terms of progression the key routes and fields for HE study are:

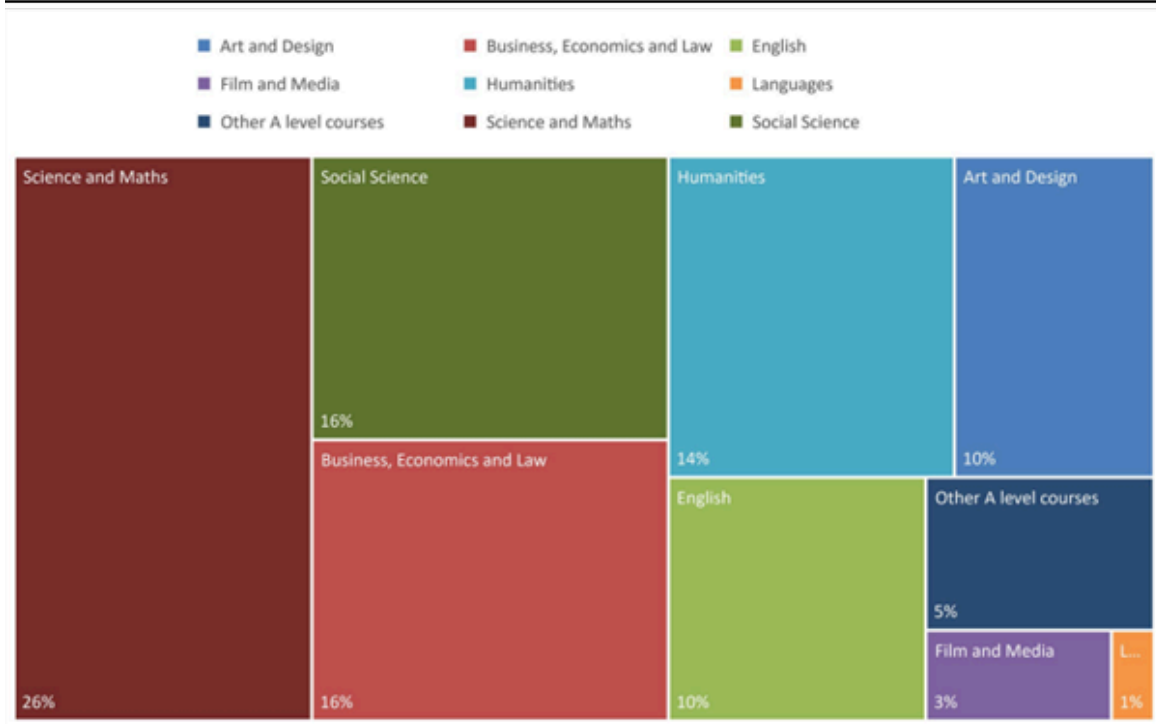
Department	% of total HE applications
Creative Arts	15%
Social Science	14%
Allied Health	13%
Law	10%
Business	7%

Department	% of total HE applications
Nursing	6%
Performing Arts	5%
Education	5%
Science	5%
Games Design	5%

Learning primarily takes place within 16-19 study programmes at Level 3. Underpinned by a strong curriculum strategy, programmes of study develop learners' knowledge, skills and behaviours so they can progress to university, employment or higher levels of study towards these aims. We offer students not only a breadth of curriculum, but also a diverse array of extended opportunities that complement and enhance their academic studies - with 63 clubs and societies initiated in 2021-22. This gives students many skills related to the world of work.

At Level 3, 466 learners (33%) study a pure A Level programme , 362 (26%) students study a purely Vocational programme and 498 (36%) learners study a hybrid combination of A Level and Vocational courses. A smaller volume of learning is present between Entry Level and Level 2, mainly in GCSE Courses, Level 2 Awards and Level 2 Certificates, with around 77 learners (6%) of students studying across Entry Level, Level 1 and Level 2 suites, including those students on Level 3 programmes studying a resit GCSE qualification in English and/or Maths.

(1) Curriculum Balance Analysis - John Leggott College

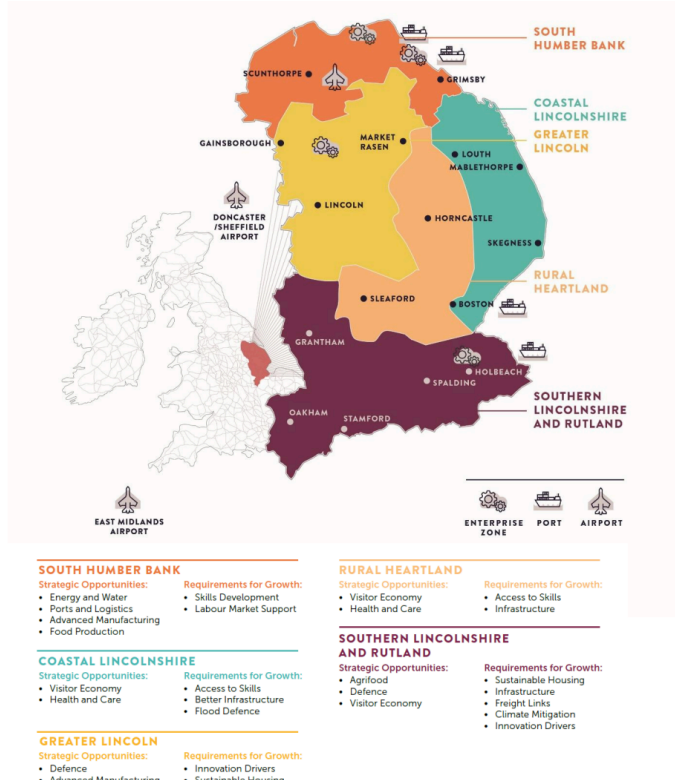


Our curriculum is designed to encourage high aspirations for learners, supporting them to gain the confidence they need in achieving their hopes and dreams. For learners with special educational needs, our level of ambition is undiminished – as with all our learners, we help them to develop skills for independence and adulthood, allowing them to progress onto positive and sustainable destinations. Approximately 16% of learners have some form of learning difficulty or disability, which is in line with the sixth form college sector average at the same level with a small number of 'High Needs' learners and these learners attain at an outstanding level.

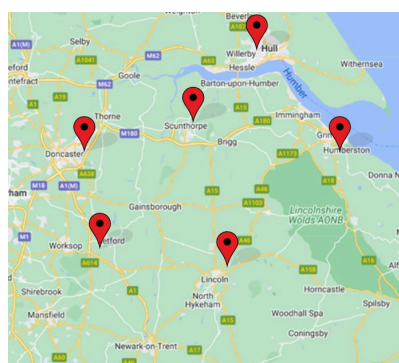


The college is very successful in terms of providing a springboard for progression to Higher Education, apprenticeships or employment. 57% of funded leavers have gained a place at university, with 16% gaining a place at Russell Group Universities. Approximately a quarter of students gaining a place at university do so in science, technology, engineering and mathematics, linking to the industrial focus of the town, and also to the national skills-gap agendas and regional LEP priorities. LEP priorities are also well-served by strong recruitment to courses in Health. Also provisionally, over 12.16% of funded leavers gained an apprenticeship with the vast majority of the remaining leavers moving directly into employment.

In our primary learner area, Greater Lincolnshire, there is a population of 1.13 million. The area is very varied, Northern Lincolnshire has a higher population density and offshore wind, advanced manufacturing and decarbonisation key areas of current and future employment demand. The South and Coastal areas are less densely populated and have more of a need for the visitor economy and agriculture. The LEP has identified 5 key spatial and industrial corridors. The diagram below illustrates the geographically dispersed nature of the area and also the divergence of skills need.



In terms of our intake, learners are drawn from a wide geographic area including urban and rural settings and satellite towns. Just under 75% of learners are White British ethnicity, compared to 74% nationally, whilst most other ethnicities are represented in smaller numbers. Approximately 36% of learners come from significantly disadvantaged backgrounds (compared with 27% of the national sector); within this cohort and wider, there is a strong tradition of 'family first' progression to Higher Education from the college. This demographic feature partially reflects the northern industrial heritage of the town; as a counterpoint, links with newer local industries are strong and many of our students progress into local priority sectors. A relatively small minority of our learners come from areas with the lowest indices of deprivation, with 24% coming from 'bottom quartile income' families, against a national sector rate of 23% and 18% coming from 'top income quartile' families, against a national sector rate of 30%. Diverse groups of learners are expertly supported to successful programmes of study and the vast majority of ethnic groups perform at, or above college and national averages, as do learners with learning difficulties or disabilities.



- North Lincolnshire
- North East Lincolnshire
- Lincolnshire
- North Notts
- Doncaster
- East Riding

3. Approach to developing the Annual Accountability Statement

The college acts in collaboration with a number of key agents in the skills agenda of Lincolnshire. These have covered a number of key stakeholders which include:

- North Lincs Skills Transformation Board
- Humberside Principals
- Lincolnshire Federation of Lincolnshire Colleges
- Governors
- Student Representatives
- College staff
- University of Hull
- North Lincolnshire Education Consortium
- FSB
- Lincolnshire LEP
- HEY LEP
- Employer panels

The college has worked with a number of SMEs to large organisations, both locally, regionally and nationally. We have engaged with employers with regards curriculum offer, skills shortages and skills needs.

- Strategic Skills Focus Groups with local partners, including...



- Curriculum Employer Boards with partners including...



- Curriculum Support from partners including...



The curriculum is significantly focused on key, local, regional and national targets. In particular the college has noted the LSIP priorities of work readiness, digitisation, decarbonation and green skills, leadership & management, local socio-economic conditions and local skills systems. We are one of the largest providers in the region of students who matriculate at key stage 5 advanced STEM subjects and have invested heavily in digital technology and programmes of study.

This document has been shared with staff, governors and employers to ensure a full representative voice has been reached.



4. Contribution to National, Regional and Local Priorities

The LSIP Priorities are:

1. Work readiness and essential skills
2. Digitisation and smarter working
3. De-carbonisation and Green Skills
4. Local socio-economic conditions
5. Leadership and Management
6. Local skills system

The college has restructured its staffing to ensure a better delivery of its curriculum and also support to learners to enable it to meet the LSIP priorities. Significant investment in training has been given to our careers team and also our Progress Tutors. We have also increased staffing in this area. We have worked closely with local and regional businesses to ensure that all staff who teach on vocational courses will have relevant vocational experience. An example of this is with Croda Chemicals, who are supporting our science team.

The National Priorities are:

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

The College has an existing reputation in the STEM field, it is one of the largest providers of students who matriculate at Key stage 5 in these subjects. With regards STEM the College has invested significant resources to expand future need. Additional classroom space has been created at the cost of £4 million to allow for an expansion of Maths, this coupled with further curriculum enhancement by the addition of A Level Statistics will see a broader and wider skill set and higher volume of students in that area, this will enable further progression into fields of high level engineering and mathematics.

The College has also significantly invested in Digital Technology, this will allow students to be taught a varied range of high level digital skills. The College has invested over £1 million in Digital infrastructure projects that enable learners to be up skilled in multi dimensional skilled roles.

We have worked closely with employer partners to facilitate these models.

In 2024 the college is offering T Levels in Childcare (Early years) and Health (Nursing). In Lincolnshire and Humber, there is a growing demand for qualified early years educators and health professionals. Completing these T Levels enables students to meet these local needs by providing them with the necessary skills and qualifications to work in a variety of early years settings. Moreover, the programme aligns with the priorities of the Greater Lincolnshire LEP by addressing the demand for skilled professionals in the education sector and contributing to the region's goal of ensuring every child has the best start in life.

The College has put significant investment into developing its T Level programmes in Health and Early Years. Over £875,000 has been spent on remodeling and equipping the Health Suite on its West Common Lane campus. The Health Suite includes 5 teaching rooms, a three bed nursing ward with practice dummies and therapy facilities, an interactive sensory suite for simulating hospital environments and situations, a nursery school classroom, two consultation suites and a sluice room.



5. Local Needs Duty Self-Assessment

We are meeting the needs of local learners and preparing them to become successful citizens who contribute to both the local and national economy - either directly after college or once degree and further training has been completed. Our curriculum is planned collaboratively alongside other providers to ensure breadth of opportunity, efficiency of delivery and fulfilment in meeting skills priorities across North Lincolnshire.

We were inspected by Ofsted in November 2023 who agreed with our then self-assessed grade as making a reasonable contribution to meetings skills needs. Since then, we have further involved employers in the effective design and implementation of the curriculum areas.

Corporation Statement

Having reviewed the College's position against the needs of the current and future local, regional and national economies serviced, we are confident that we are all well positioned to respond.

We are committed to complying with our duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. We will look to hold a review at least every three years to identify how well we are meeting skills needs associated with securing suitable employment we will publish our report on our main website following this review.

On behalf of John Leggott College Corporation, it is hereby confirmed that the College plan as set out reflects an agreed statement of purpose, aims and objectives as approved by the Chair of the Corporation on 24.05.2023.

The plan will be published on the college's website



Leon Riley
Principal



Andrew Pascoe
Chair of Governors



Lincolnshire Collaborative Annual Accountability Statement

May 2024

Introduction

Providers in Greater Lincolnshire see collaborative working as an important and essential aspect of how they (as individual entities) and how we (as a region) meet the skills needs of Greater Lincolnshire's communities and stakeholders. This is evidenced by the many successes that have been achieved through joined-up bidding for essential capital and resource funding that has benefited our learners and further contributed to closing the skills gap.

Place

Greater Lincolnshire has a population of approximately 1.13m people and is largely made up of hamlets, villages, and market towns, with just one city, Lincoln. Jobs density is 0.79 compared to the national average of 0.87 which does present challenges in linking labour supply to demand. The areas rural nature and spread, twinned with transport challenges, can make accessing education difficult in some areas. Despite this, the county boasts a strong and growing mixed economy with ambitions to add £3.2bn to GVA by 2030.

SOURCE: GL LSIP Report - FSB

Partners

The colleges making up this region are:



Collaborative projects

Examples of how providers in the region have worked together to address skills needs include the following examples.

Institute of Technology (LIoT)

Led by the University of Lincoln, this partnership has provided funding to deliver higher technical qualifications in automotive, computing, and electronics. Employers like Krypto Kloud, Halfords, and the NHS have supported the development of the LIoT and Professional Skills Centre training.

Lincolnshire Federation of FE Colleges

Currently chaired by Lincoln College, this group brings together seven colleges in the region to enhance and coordinate its approach to skills in Lincolnshire.

Building Better Opportunities

Led by Grantham College, the Building Better Opportunities project (lottery funded) enabled participating partners to support some of the most vulnerable and hardest to reach in our communities, resulting in excellent outcomes in terms of moving people closer to the labour market and/or into employment or training.



Higher Technical Qualifications

Supported by successful consortia bids (SIF1 and SIF2) the region has developed a range of Higher Technical Qualifications which are underpinned by formal agreements with multiple Universities including the University of Lincoln, the University of Hull, the University of Derby, and Bishop Grosseteste. These agreements recognise the skills and expertise of respective members of the partnership and that alignment of activity is critically important in shaping the region's curriculum offer and supporting the IoT.

T levels

As a Wave 1 adopters of T levels, Franklin College, TEC Partnership, IEG Group, and Grantham College were able to access CDF funding to expediate their ability to take T Levels to market. Other partners, whilst not accessing this funding, we're also early to market with these priority qualifications, including DN Colleges Group.

Local Skills Improvement Fund

Led by TEC Partnership, the Local Skills Improvement Fund (LSIF) has been a key opportunity for collaborative activity between providers. Based on LSIP recommendations, the area has focused on three key priority areas to address through LSIF funding:

- Employability
- Digital
- Engineering

SDF

Led by TEC Partnership and involving all college providers in the region, the Skills Development Fund was a key contributor to the regions skills development activities, focusing mainly on Low Carbon/ Green Energy.

Lincolnshire Healthcare Pipeline Group

Led by Lincoln College, providers came together to articulate its collective offer for the NHS, in order to support progression choices and careers aspirations in the region. This also helped to identify gaps in curriculum and aided in shaping curriculum planning.

Humber Freeport Skills and Offshore Wind Cluster membership.

Providers including TEC Partnership, DN Colleges Group, John Leggott College, and Franklin College are members of many Humber-specific groups. This ensures that provision meets the needs of the current, emerging, and future activity expected in the jobs market, both north and south of the river and particularly in green energy.

Air and Defence College

Lincoln College and IEG in partnership with the RAF and defence companies over the last 5 years have provided an enrichment wrapper around study programmes to develop young people for careers into the RAF and Defence. This has seen a near 100% pass rate for students entering RAF basic training.

LSIP

Led by the Federation for Small Businesses, partners are involved in phase two of LSIP activities that are focussing mainly on digital, renewable and essential skills providing both capital to purchase equipment and revenue to develop collaborative training solutions like a Retrofit Academy.

We expect future collaborative work to include:

- Building on LSIF progress to make most effective use of innovation and new technology to transform the curriculum.
- How networked technology could help greater Lincolnshire with shared teaching and curriculum development in light of staffing challenges.
- Supporting the development of nuclear facilities within the region, the renewable energy sector, and bids for high quality equipment to support new provision through LIoT.
- Working collectively to deliver trained personnel to support the NHS strategic workforce plan across Lincolnshire.



Hull & East Yorkshire Collaborative Annual Accountability Statement

May 2024

Introduction

Colleges and independent training providers within the Hull and East Yorkshire area and wider Humber region have for many years collaborated on projects designed to meet the needs of local people and industry. The importance of collaborative working has long been recognised as a means of leveraging the capital and revenue funding to develop the learning resources required to meet the skills needs of the regional economy.

Projects such as the Strategic Development Fund (SDF) and more recently the Local Skills Improvement Fund (LSIF) have demonstrated how collaboration between providers and employers can successfully build the training capacity required to respond to the rapidly changing job market and the need for higher level technical skills.

Provider Partners

The partners serving this region are:



DN COLLEGES GROUP



Place

Over the past five years, Hull and East Yorkshire's employment rate has decreased and remains below the national rate and the regional rate of Yorkshire and Humber. There is significant variance in the employment rate by local authority with the East Riding of Yorkshire standing at 77% whereas the Hull rate is 70%. The working age population is shrinking and is expected to account for 58% of the population by 2030.

Overall, the region comprises 20,945 businesses, with 32.5% in Hull and the remaining 67.5% in the East Riding of Yorkshire. Significant sectors were identified as being Construction (14%) and professional, scientific and technical (12%). The region has a strong micro-business base, with approximately 75% of businesses employing 4 or less members of staff and 13% employing 5 to 9 members of staff.

SOURCE: HEYLSIP REPORT



Collaborative projects

Examples of how providers in the region have worked together to address skills needs include the following:

Strategic Development Fund (SDF)

Led by TEC Partnership and involving all college providers in the region, the Strategic Development Fund was a key contributor to the region's skills development activities, focusing mainly on Low Carbon/ Green Energy.

Local Skills Improvement Plan (LSIP)

Led by the Chamber of Commerce, providers are working together to support the delivery of the Local Skills Improvement Plan (LSIP) which has identified 5 key themes:

- i) Technical Skills
- ii) Educational Professionals
- iii) Employability & Behaviours
- iv) Careers Guidance
- v) Accessibility

In terms of Technical Skills, 5 sectors were prioritised:

- Construction
- Engineering Construction
- Manufacturing
- Agri-tech
- Health & Social Care

The provider partners work with private sector employers on aspects of skills development through LSIP Quarterly Forums and LSIP sector specific Working Groups which encourage open discussion and create new relationships.

Local Skills Improvement Fund (LSIF)

Led by Bishop Burton College and supported by Hull College, the Local Skills Improvement Fund (LSIF) has been a key opportunity for collaborative activity between providers. Based on the LSIP recommendations, the area has focused on two main projects:

- a) Technical Transformation, and
- b) Digital Transformation

Yorkshire & Humber Institute of Technology (YHloT)

Founded in 2019, the YHloT has provided funding to deliver higher technical qualifications in STEM-based occupations including Agri-tech, Engineering, Construction and Computing. Strategically aligned with colleges' universities and employers, the aim of the YHloT is to empower the region's businesses through the provision of higher-level skills training.

Humber Principals Group

Currently chaired by Bishop Burton College, this group brings together all of the colleges in the Humber region to enhance and coordinate its approach to skills.

Humber Local Digital Skills Partnership

The colleges contributed to the Humber Local Digital Skills Partnership which was initiated by the Local Enterprise Partnership (LEP) to raise the digital skills level in the region. One of the outputs from this activity was the publication of the HEY Digital Skills Prospectus 2023 which showcases the courses and opportunities available to businesses and individuals.

Curriculum Development

Collaborative project working across the provider network has accelerated the development of a range of new provision designed to strengthen careers pathways and meet skills needs including Apprenticeships, T-Levels, Boot Camps and Higher Technical Qualifications (HTQs). Much of this work is took place in partnership with the Hull & East Yorkshire LEP (now the Hull & East Yorkshire Business, Growth & Skills Hub).

