

A group of six diverse young adults (three men and three women) are smiling and looking towards the camera. They are wearing casual clothing like hoodies and sweaters. The image is overlaid with a teal gradient.

Annual Accountability Statement & Local Needs Duty

2026 - 2027

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Stanmore College Accountability Statement 2026-2027

Purpose

Stanmore College's purpose is to provide high quality, inclusive education that equips learners with the technical, professional and employability skills needed to thrive in an ever changing world. Our mission and strategic plan commit us to placing learners at the heart of everything we do, delivering a demand led curriculum aligned with local, regional, and national priorities, and ensuring that our provision supports progression into skilled employment, apprenticeships and higher level study.

The curriculum offers a broad and balanced education to the learners who study at our College. Our aim is to provide a comprehensive educational offer to better serve the College community. Our catchment area for onsite provision is large and diverse, stretching from Harrow to Barnet, Brent, Hillingdon and Hertfordshire. In order to offer specialist provision to support learners we also have offsite provision.

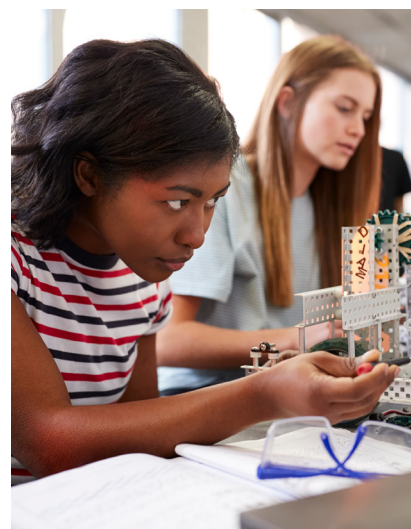
This Accountability Statement sets out our key aims, targets, and planned actions for 2026–2027. It draws directly from our Strategic Plan (2023–2028) and the outcomes of our Local Needs Duty review. It also reflects our role as a community college serving the London Borough of Harrow and the wider West London region together with our commitment to contributing to the ambitions of the London Growth Plan, the West London Alliance, GLA Growth Plans & Sector Talent Boards, the Inclusive Talent Strategy, West London Construction Employer Advisory Board and the Local Skills Improvement Plan (LSIP2).



Strategic Objectives

Stanmore College has 6 key strategic objectives

- | | | | |
|-----------|---|-----------|---|
| 01 | To provide an outstanding teaching and learning experience | 02 | To deliver an innovative and relevant curriculum that is underpinned by employability and work ready skills |
| 03 | To provide ambitious, responsible educators and leaders | 04 | To provide outstanding learning environments |
| 05 | To develop new ways to further embed and promote Equality, Diversity, Inclusion | 06 | To continue to be financially viable and to regularly invest for growth and sustainability to deliver outstanding curriculum and outstanding learning experiences |



Context and Place

Stanmore College is a General Further Education (GFE) College located in Stanmore, in the London Borough of Harrow. The College operates from one main site (Stanmore) and has off site provision to deliver some specialist provision.

Stanmore College serves the London Borough of Harrow and the wider West London sub-region, working closely with the West London Alliance, Local London and the West London LSIP areas. Our learners travel from Harrow, Brent, Barnet, Hillingdon, Ealing, and Hertfordshire, reflecting diverse travel to learn patterns and a wide socioeconomic mix. Annually, we enrol around 1500 16-18 learners, and around 1800 adult enrolments as well as working with partners to deliver bespoke training for adults.

Key local characteristics influencing skills needs include:



Strong demand for Construction and Engineering incorporating the Built Environment, Health & Social Care, Early Years, Professional Studies, Business & Digital Skills.



High proportion of residents with English as a second language



High levels of economic inactivity among young people and adults



Significant employer demand for work ready behaviours and digital fluency



Major regional developments including the GLA Sector Talent Boards and CTEC Construction Hubs.

Context and Place

The College is undergoing transformation into a modern, inclusive community campus aligned with local regeneration priorities. This ambitious project will transform our campus into a modern, sustainable learning environment that benefits our learners and the wider community where we will equip learners to be work ready.



Stanmore College Provision

Stanmore College provides the opportunities for young learners and adults to take up professional, technical education or training which is either classroom or work based. The College has increased its adult offer particularly around ESOL and Rail Engineering.

The College offers courses from entry level to level 4, including T Levels, and in addition to our full time offer for young learners, the College also provides a range of part time courses for adults. Our range of courses for all learners includes ESOL, English and Maths, Digital, Business, Accounting, Engineering, the Built Environment, Science, Early Years, Health and Social Care, Creative Art and Media, Sport, Hair and Beauty.

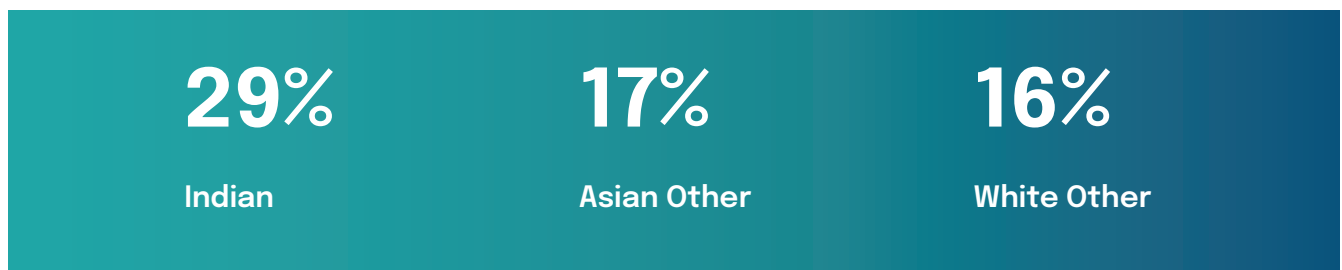


Economic and Social Characteristics

The London Borough of Harrow, located in northwest London, has a diverse community with The borough's economic strategy aims to address root causes of inequality and poverty, focusing on skills and wages, job creation and business growth.

Harrow is well connected to the city centre and offers a variety of transport options making it accessible for residents and businesses. The borough's population has grown significantly with a higher than average median age and a notable increase in the number of people aged 35 – 49 years old. Harrow's economic strategy is key to boosting the local economy, creating jobs and improving the environment for residents.

Harrow is one of the most culturally diverse boroughs in London, with residents from a variety of ethnic backgrounds, and speaking a range of languages. In 2025 92.6% of Harrow's school population was classified as belonging to an ethnic group other than White British. The three main ethnic groups in Harrow's schools are:



Over 160 languages are spoken by Harrow's school children, the top five most recorded languages spoken are English, Gujarati, Romanian, Arabic and Tamil. The 2019 Income Deprivation Affecting Children Index (IDACI) shows that 12.3% (16.2% in 2015) of children in Harrow are living with families that are income deprived, this equates to approximately 6,500 children. Social housing shortages and housing affordability is a major cause of deprivation, having an impact on health, work and quality of life.

Economic and Social Characteristics

Harrow is a low wage borough, with all those that are full time employed in the borough 2025 earning gross weekly earnings of £735, which is less than the London average of £905. Of the 15,000 businesses operating only 102 employ 100 people or more, this equates to just 0.68% of the business base.

More than 10% of residents require support with improving English, maths and digital skills to address exclusion. Currently employability and training programmes across the sub-region have insufficient capacity to meet growing demand.

The learning campus at Stanmore College will be an accessible and flexible place where individuals would become lifetime members of an inclusive community. The College offers a range of T level programmes across subject sector areas. Demand in the College has particularly focused on increasing its adult offer expanding its range where this meets identified local needs or there are clear links to employment. Additionally, the College is responding to the London Growth Plan and the LSIP 2 as well as needing to meet Harrow's Economic Strategy by increasing the population with level 2 & level 3 qualifications and reducing unemployment rates.



Developing the Annual Accountability Statement

The College has repositioned itself with its Strategic Plan 2023-28 and has increased its dialogue with employers across all curriculum areas. The Principal is a member of the West London Skills Board and the College is represented at Harrow Economic Strategy Steering Group and Harrow 16-19 Schools Forum.

The College is represented at the West London Principals' group, where the Principal regularly meets to ensure that our priorities align and that we meet local skills needs and ensure that our organisations meet their objectives. Our other key stakeholders include the Department for Work and Pensions and the London Borough of Harrow. The College works with a range of partners including Harrow High Schools, the West London Alliance, local universities, national and local employers, local SEND providers and local community groups.

This statement has been developed through extensive engagement with employers through Employer Skills Forums and curriculum planning processes. We have consulted with employers across Engineering & Construction, Early Years and Health & Social Care, Creative & Digital and Business where the local authorities, regional skills bodies, and sector partners are involved.

Collaboration with other providers

The College offers courses from entry level to level 4, including T Levels, and in addition to our full time offer for young learners, the College also provides a range of part time courses for adults. Our range of courses for all learners includes ESOL, English and Maths, Digital, Business, Accounting, Engineering, the Built Environment, Science, Early Years, Health and Social Care, Creative Art and Media, Sport, Hair and Beauty.

Contribution to National, Regional and Local priorities

[illegible]

Contribution to National, Regional and Local priorities

[illegible]

Contribution to National, Regional and Local priorities

College Aims & Objectives	Contribution to Local, Regional and National Priorities	Key intended outcomes 2026 - 2027	Timeline
3. Engineering including the Built Environment and Green Skills:- New Routes	Ensuring a meaningful and valid futureproof curriculum offer which gives learners the essentials to go into the workplace in partnership with Construction / Built Environment associations who will support work experience and employment. Green Skills roles are increasing nationally and in particular in London which are expected to double in this decade. Policies to transition to net zero economy will only increase demand and bridge the gap in the skills deficit There is also a high demand for skilled craft workers, particularly Electricians, within the Industry and to replace those who are leaving the employment market – CTEC 2026. London has the biggest shortage of Electricians in the UK and the widest gap between FE course starts and apprenticeship starts. There is a severe shortage of 12,000 needed in the London area.	Creation of new courses:- 3a. Deliver routes at Level 1 and 2 in Electrical Installation:- - City & Guilds Level 1 Diploma in Electrical Installation 7202-01 – Full time / 16-18 learners - City & Guilds Level 2 Technical Certificate in Electrical Installations (8202-20) – Part time / 19+ learners 3b. Offer routes at Level 3 – T Levels:- - T Level Design Surveying & Planning – Yr 1 & Yr 2 – Full time / 16-18 learners - T Level Engineering – Yr 1 – 16-18 learners 3c. Delivery of carbon and climate literacy, sustainable construction principles and renewable energy knowledge in all of the above courses.	3a. To commence Sept 26 – One cohort each 3b. To commence Sept 26 – One cohort each 3c. To commence Sept 26

Contribution to National, Regional and Local priorities

College Aims & Objectives	Contribution to Local, Regional and National Priorities	Key intended outcomes 2026 - 2027	Timeline
3. Engineering including the Built Environment and Green Skills:- New Routes	There are limited courses available in London to service the need and up to 200 vacancies for every apprenticeship role in London.	3d. Ensure that Stanmore College is well placed to respond to developments in the sector to meet the demand for skilled employees through	
	Additionally, there is high demand for Professional roles within the Industry.	Being a contributing partner to the West London – Sub Regional CTEC Working Group to enable access to the Capital Bid fund with employer co-investment and the Teacher / Employer placement programme to develop lecturers in terms of skills needs in the workplace and develop employers to support curriculum	3d. From August 2026
		Being a contributing partner to the West London Construction Green Skills Hub to develop green skills throughout the Built Environment programmes.	3d. From August 2026

Contribution to National, Regional and Local priorities

[illegible]

Contribution to National, Regional and Local priorities

College Aims & Objectives	Contribution to Local, Regional and National Priorities	Key intended outcomes 2026 - 2027	Timeline
5. Enhance existing and develop new Health & Social Care courses along with Early Years to Higher Education and directly to employment	There are widespread recruitment and employment challenges across both health, technical medical and care sectors across London.	In addition to existing routes we will create new routes aimed at offering routes to sustainable employment for adult learners	
	The care sector faces the challenge of an ageing workforce, with older managers who are retiring but not replaced.	5a. Offer a route at Level 3 in Health & Social Care:- Level 3 Adult Care – Part time / 19+ learners	5a. From Sept 26
	Additionally, there is considerable upheaval exists among the existing care sector workforce with a 30% annual staff turnover and 60% moving around the sector.	5b. Further development of the Health & Social Care / Early Years Employer Forum to ensure a two way forum to explore curriculum and skills needs of employers to enhance the curriculum and delivery whilst learners meet the skills requirements of employers in partnership with Middlesex University as a key partner for design of curriculum, resources advice and supporting learners into higher education and employment	5b. From Sept 26
		5c. Further development of extending partnerships with HE providers to offer routes for learners particularly through Linking London partners	5c. From Sept 26
		5d. Offer Access to HE course. Access to Health & Human Science – Part Time – 19+ learners.	5d. From Sept 26 – One cohort

Contribution to National, Regional and Local priorities

College Aims & Objectives	Contribution to Local, Regional and National Priorities	Key intended outcomes 2026 - 2027	Timeline
6. ESOL & Basic Skills – Support route to employment for those with low levels of English literacy and language, numeracy and enable the unemployed to re-enter or upskill to enter the labour market.	Basic English, ESOL, Maths & Digital Skills are identified as cross cutting skills needed across sectors throughout London.	6a. Adult ESOL target of a minimum 650 heads, embedding employability and digital skills across a range of levels and in year starting points	6a. From September 2026
	London reports above average unemployment with substantial variation in employment rates, with West London alliance having higher than London average unemployment rates.	6b – Adult courses – GCSE for Adults in English & Maths	6b/c. From September 2026 – Six cohorts.
	Brent & Harrow have a high proportion of residents that do not speak English as their main language, a significant barrier that can prevent them from integrating into their communities and contributing their skills to the economy.	6c – Adult courses – Functional skills for Adults in English & Maths at E3 & L1.	
	To enhance the ESOL course offer for adults to provide a wider range of employability skills including Digital skills and Employability awards.	6b/c a minimum of 6 cohorts	
	Not having functional literacy or numeracy skills has a severe impact on employment, often resulting in higher rates of unemployment, significantly lower wages, limited career progression, and increased risk of job loss. Individuals with poor literacy are twice as likely to be unemployed, and those with poor numeracy face a higher likelihood of long-term unemployment and in-work poverty.		

Contribution to National, Regional and Local priorities

College Aims & Objectives	Contribution to Local, Regional and National Priorities	Key intended outcomes 2026 - 2027	Timeline
7. SEND – Develop and run Pathway to Employment Courses	Employment needs for SEND (Special Educational Needs and Disabilities) learners focus on personalised support, structured training, and workplace adjustments to overcome barriers like low engagement (only 6% currently find meaningful work). Key needs include supported internships, job coaching, and vocational profiling.	Develop and extend foundation learning pathways to provide a firm foundation in 26-27 to continue to develop to support the demand in Harrow for SEND. 7a. To set up and run a pathway to employment courses:- Preparation for Life and Work. This course combines employability, personal and social skills to give learners an opportunity to develop the required skills to progress to employment, independent living, further learning or a combination of these.	7a. From September 2026
8. Development and Sustainability of Employer Forums and employer contribution to programmes at the College	Develop and embed employer voice and links across a range of employers to ensure meaningful co creation of skills provision and content, supporting progression routes for learners to meet the support needs of London and its environs.	Embed and continue to grow employer forums in key areas:- 8a. Engineering & Built Environment, Digital & Creative Media, Health & Social Care and Early Years Business & IT, Sport & Digital to be addressed across all areas as a cross-cutting theme 8b. Increase SME engagement and membership in all forums. Additionally, development of a coherent training needs analysis to ensure we can add value for employers to shape our programmes.	8a. From September 26 – termly 8b. Commencing in September 26 and training in January 2027

Inclusive Mainstream Fund

Our intention is to use the Inclusive Mainstream Fund in the 2026 to 2027 academic year, to transition towards the reformed SEND system, in line with SEND reform:

- Effective early liaison with schools and other stakeholders through dedicated staff to ensure a smooth transition for level 1 young learners to ensure that the needs of low-level learners are better understood quickly by both support and teaching staff to provide timely support/ action where needed.
- Enhanced wrap around and in class support for programmes for low level young learners through activity to support building confidence, supporting behaviour to learn, developing academic and employability skills and helping learners progress toward their educational, employment, and personal goals.
- A learning hub providing an inclusive, flexible support model that enables learners without EHCPs but with other identified barriers to learning to access specialist targeted academic support. This early intervention approach will improve attainment, wellbeing, attendance, and learner engagement while promoting inclusion and reducing the need for more intensive specialist provision.

Taken together these actions are intended to

- Support a SEND graduated approach and reduces escalation of needs:
- Improve attainment and retention:
- Offer efficient use of resources: Provide structured support for a wider group of learners, not only those with EHCPs but learners who do not meet EHCP thresholds but still require additional help.
- Create a pathway for identifying previously unmet SEND needs or barriers to learning

Local Needs Duty Summary

The Governing Body through its committee and governance structures has reviewed how well the education and training provided through the College meet local skills needs. The review of skills needs and the College's response is set out clearly in this Accountability Statement. This includes a detailed assessment of the local populations the college serves across its home and other primary boroughs, the needs of employers regarding current and emerging skills demands, working with the London LSIP, employers and other sub-regional partnerships and agencies.

The Governing Body has taken into account National Skills Priorities and this Accountability Statement sets out Stanmore College's contribution to meeting these. The Governing Body maintains oversight of the curriculum offer and strategic development of the College to support identified and emerging skills gaps, improve employability and support progression opportunities for learners of all prior attainment levels.

Stanmore College continues to develop its curriculum offer in consultation with employers, other colleges, Higher Education Institutions and regional partners.

Strategically, the College's future campus development, planned for launch in August 2027, will further strengthen its contribution to local and regional skills priorities. This includes the planned expansion of provision in areas including construction and the built environment, engineering, health and social care, early years, business and digital skills, ESOL and employability.

The Governing Body will continue to monitor and review the College's response to local skills needs through its committee and governance framework.



Governing Body Statement

The Governing Body of Stanmore College confirms that:

- This Accountability Statement has been reviewed and approved.
- It fulfils the statutory requirements of the Local Needs Duty under Section 52B of the Further and Higher Education Act 1992.
- The College remains committed to aligning its provision with local, regional, and national skills priorities and to delivering high quality education that meets the needs of learners, employers, and the community.

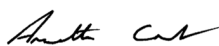
Signed

Chair of Governors & Date



07th July 2026

Principal & CEO & Date



07th July 2026

Hyperlink

Link to the Stanmore College accountability statement on the college website

[Policies - Stanmore College](#)

Supporting Documentation

- Stanmore College Strategic Plan 2023–2028 - [Strategic Plan.pdf](#)
- LSIP - Skills Development Plan - [Local Skills Improvement Plan \(LSIP\) - GOV.UK](#)
- London Growth Plan - [London Growth Plan](#)
- London LSIP2 - [London LSIP Report 2026.pdf](#)
- GLA Inclusive Talent Strategy - [GLA - Inclusive Talent Strategy](#)
- West London Construction Employer Advisory Board - [West London Green Skills Hub](#)
- CTEC Greater London Delivery Plan - CTEC - [West London Construction Employer Board](#)
- West London Alliance - LSIP2 ANNEX [West London LSIP2 - West London Business](#)
- Harrow Skills Strategy - [Harrow Adult Learning Strategy.pdf](#)



Stanmore College
Elm Park
Stanmore
Middlesex
HA7 4BQ
020 8420 7700