



Annual Accountability Statement & Local Needs Duty

2025-26

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Stanmore College Mission, Vision and Values

Our **mission** is to use innovative and high-quality teaching and learning to provide learners with the skills they need to succeed and achieve their full potential in an ever-changing world.

Our **vision** is to ensure that all learners will develop the skills and knowledge they need to achieve qualifications and progress into higher-level courses or employment and that local people can benefit from the best possible education and training to enable them to achieve the best employability skills

All learners will be offered good teaching and learning to allow learners to enjoy their further education and be proud of being members of the College.

Our Values



Inclusive

We value all people



Innovative

We step outside our comfort zone trying things in new ways



Honest

We tell the truth and do not try to deceive people



Supportive

We encourage and support each other



Safeguarding

We believe in protecting people's health, wellbeing and human rights



Respectful

We show consideration



Aspirational

We want to do our best to achieve a high level of success

Our strategic plan 2023-28 sets out our purpose, mission and values.

The central **purpose** of our curriculum is to offer a broad and balanced education to the learners who study at our College. This is to ensure that they are prepared for the next stage of their lives as active citizens; develop the skills and knowledge they need to succeed; and are prepared for success in the world of work, developing their employability skills and work-ready behaviours.

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 in Crystal Palace, Kingsbury and Slough.

In line with a curriculum for excellence and ensuring access we aim to:

- To provide learners with the skills and qualifications to continue to develop the widening participation agenda.
- To develop a community College.
- To lead and develop robust local regional and national partnerships.
- To maximise the learning and skills landscape.
- Establish a new College campus that provides a future proof safe, inclusive, high quality and inspiring learning environment.

College of the future

Stanmore College will provide a state-of-the-art exclusive learning canvas in the heart of the Stanmore community that will ensure all local people can benefit from the best possible education and training. The College will be an educational hub providing a unique educational destination for local people to acquire relevant skills, training and education to support them to access and build their career ambitions. Learning campus will be a flexible and accessible place where students will become a lifetime member of an inclusive learning community. The College will provide a core offer that builds foundation and employability skills that guarantees progression into higher skills specialisms designed to access employment and build careers.

Our Strategic Goals

- Putting the learner at the heart of all College activities
- Promoting high expectations and ambitions for all staff and students
- Providing strong leadership enabling outstanding teaching and learning
- Supporting staff to deliver high quality learning experiences
- Creating an environment for our learners to prosper and progress
- Embedding equality, diversity and inclusion in everything we do
- Listening to students, staff, employers and stakeholders
- Understanding and meeting local educational skills needs
- To deliver impactful, external and civic engagement
- To continue to be financially viable, and regularly invest for the benefits of our learners and staff

Context and place

The Communities we serve

Stanmore College is a General Further Education (GFE) College located in Stanmore, in the London Borough of Harrow. The annual turnover is 13.2m. The College operates from one main site (Stanmore) and has satellites in Crystal Palace, Richings, Welling and Bannisters. Our aim is to enable learners to gain the qualifications, professional skills, and confidence they need to achieve their career ambitions.



Although our learners come from a wide range of Boroughs in North-West London and Hertfordshire, the majority, especially those learners on 16-18-year-old study programmes, come from three key Boroughs, these being Harrow, Brent and Barnet. All three Boroughs are ethnically diverse. Harrow, where 44% of our learners reside, is one of the most ethnically diverse Boroughs in the country with residents coming from at least 137 different countries and more than 69% of the population are from Black, Asian and minority ethnic (BAME) groups.

English is not the primary language spoken in the home and less than half the children in Harrow primary schools speak English as a first language. 74% of our learners come from these three Boroughs.

The four largest ethnic groups that the College served in 2022/23 were: Asian heritage (28%), “White English/Welsh/Scottish/Northern Irish/British” (12%), “Any Other White background” (14%) and African heritage (10%). 32% of 16 – 18-year-olds were female and 68% were male.

Like most London Boroughs, Harrow and Brent have wide disparities between income levels between wards and both Boroughs have high levels of poverty and other factors which can impact a young learner’s life chances.

Demographic Data

Inequality Measure	Harrow	Brent
Child poverty rate	35%	40%
% earning below living wage	24%	30%
% pupils not achieving GCSE target standard	24%	25%
% of 19 year old’s without a L3 qualification	21.5%	27%

The population of Harrow is 261,300 according to the 2021 census, an increase of 9.3% since 2011. At 9.3%, Harrow's population increase is higher than the increase for London (7.7%). The projected population for Harrow (SNPP: Sub National Population Projections) are two trend-based population projections. They both indicate that Harrow’s population will continue to grow for the next 25 years and beyond. The ONS have more conservative growth figures than the GLA projections. By 2050 Harrow’s population could be as high as 320,100 based on the GLA’s.

In Brent, the population size has increased by 9.2%, from around 311,200 in 2011 to 339,800 in 2021. This is higher than the overall increase for England (6.6%), where the population grew by nearly 3.5 million to 56,489,800.

In Barnet, the population size has increased by 9.2%, from around 356,400 in 2011 to 389,300 in 2021. This is higher than the overall increase for England (6.6%), where the population grew by nearly 3.5 million to 56,489,800.

The College's strategic priority is, and will remain, to provide relevant skills and training for local people to ensure full participation in the employment and educational opportunities that are developing in greater London.

Labour Market statistics

- The Nomis website reports that Harrow has strong employment amongst a number of industries, including Services (accounting for 65,200 employees or 90 per cent of the total), Public Administration, Education & Health (22,500 employees or 31 per cent of the total), Financial and other Business Services (16,900 employees, 23.6 per cent of the total), and Wholesale and retail (accounting for 11,100 employees or 15.4 per cent of the total). *Local Market Intelligence: Harrow 2021*
- Potential growth is in professional occupations e.g., managers, directors, and senior officials, real estate, scientific and technical services, administration and support services, accommodation and food, information technology and communications, transport and storage, manufacturing, wholesale services; and in first line roles such as plant, process and machine operations (24%), care (22%), leisure and sales (22%) also a higher proportion of jobs in skilled trades (22%).

Local Facts

In West London the unemployment rate is approximately 5%. The population of the London Borough of Harrow is made up of residents from who speak over 129 languages and is based upon the 7 religions listed in the standards tables from the census. Harrow has the highest level of religious diversity of any local authority in England and Wales.

- Harrow is one of the most culturally diverse local authorities in the UK.
- It is the most religiously diverse Borough in England and Wales – there is a 62% chance that any two people drawn at random from Harrow will have different religions.
- Over 60% of the population are Black Asian Minority Ethnic (BAME)
- 35- to 44-year-olds are expected to grow by 13%.
- 16-24-year-olds are expected to grow by 8% by 2035.
- The elderly, over 60, population is expected to grow by 23%.

- At 76.4% employment in Harrow has increased in 2024 compared with the previous year, slightly higher than London as a whole at 75.6%
- However economic inactivity has increased to 20% of the 16-64 population in 2024. These are people who are neither employed nor seeking work.
- The majority of businesses in Harrow are micro businesses (93.4%)

However, whilst the majority of Harrow's, Barnet and Brent workforce are highly skilled, there remain significant pockets of people with low aspirations and skill levels. Overstretched infrastructure, congestion and a lack of affordable housing are key weaknesses.

Stanmore College provision

Stanmore and the London Borough of Harrow provides the opportunities for 16-year-olds to pursue either an A level route or take up professional and technical education or training which is either classroom or work based. The College is surrounded by four schools and one academy that all have 6th forms that offer A Levels. Within the London Borough of Harrow there are 12 schools, with 10 having 6th forms.

In 2024-25 1418 16-18year olds engaged in professional and technical study programmes. For adults there have been 2245 enrolments, within this academic year.

In meeting local needs, the College has increased its adult offer particularly around ESOL and rail engineering .

The College offers vocational courses in a wide range of subjects, ranging from entry level to level 5. In addition to our full time offer the College also provides a range of part time courses for adults. Our range of course includes ESOL, English and maths, digital, business, accounting, engineering, science, early years, health and social care, creative art and media, sport and hair and beauty. The College meets the skills development needs of around 2500 learners. Programmes can be full, or part time break down of the current provision is as follows:

16-18 Full time:	1418 (Heads)
Adults 19+	1689 (Heads) (2245 enrolments)
HE Learners –	8 (Heads)
Adult Loan Learners –	87 (Heads)
Full Cost Recovery Learners	236 (Heads) (266 Enrolments)

Economic and social characteristics Harrow & Northwest London

Harrow's resident population of 261,300 including the fastest growing and proportionately largest Romanian population in the UK at 39,510 out of 68,050 EU settlement applications (ONS Sept 2021).

The 2021 Census shows that 9.75% of Harrow's population aged 15 to 64 years have a disability this equates to 16,840 people.

6% of women in Harrow aged 16 to 64 years are self-employed, this is less than the London average of 8.5%. Whereas in 2024 17.3% of men in Harrow aged 16 to 64 years are self-employed, this is higher than the London average of 15.4%.

Harrow is a low wage borough, with all those that are full time employed in the borough 2024 earning gross weekly earnings of £735, which is less than the London average of £905.

Harrow's business base, 95% is predominantly microbusinesses; this means that most employee jobs are provided by a small number of larger employers. Of the 15,000 businesses operating only 102 employ 100 people or more, this equates to just 0.68% of the business base.

There has been a decline in the number of Harrow businesses surviving beyond five years which fell from 44% in 2020 to 40.9% in 2021.

More than half of businesses in the borough operate within the following sectors: Retail, Property, Information and communication, Business administration and support services

These are followed by a third of businesses in the following sectors: Arts, entertainment, recreation & other services, Health, Transport and storage

32% of businesses are in the knowledge economy.

98% of 16- to 17-year-olds are in education, employment or training, one of the highest rates in London.

More than 10% of residents with low functional abilities 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.

Harrow has excellent rail and underground links: 5 tube lines and 15 minutes to Central London.

Social housing shortages and housing affordability is a major cause of deprivation, having an impact on health, work and quality of life.

The above data supports the Colleges recent changes in our strategic plan. The development of a £60 million updated campus with parts of the new build coming on stream from April 2026 with a planned full occupation date of 2027 will enable the College to be an educational hub providing a unique educational destination. The learning campus 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 or the London Growth Plan or LSIP.

Harrows Economic Strategy – Skills & Employability Objectives:

- Increase number of apprentices in the borough
- Reduce number of Not In Employment, Education or Training level (NEETS)
- Increase population with level 2 & level 3 qualifications
- Reduce unemployment rates to remain above London average

Harrows Economic Strategy – Business Growth & Job Creation Objectives:

- Increase number of business births and survival rates.
- Increase number of jobs.
- Increase spend in local supply chain.
- Increase borough wide full fibre availability.

Developing the annual Accountability Statement

With a new Principal having joined in September 2022 and the College achieving “Good” at the most recent Ofsted inspection in April 2023, there has been an increased focus on ensuring that the College offers a robust and demand led curriculum and meets the needs of the local community.

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 and CEOs of Barnet and Southgate College, West Thames College, Harrow, Richmond and Uxbridge College, United Colleges Group and West London College regularly meet 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, Adult Skills Centres, Harrow Council, Institute of Education, Royal National Orthopaedic Hospital, and the Premier League.

The College continue to work in partnership with all Harrow High Schools, the West London Alliance, St Dominic's Sixth Form, the Beacon Community Centre, the Eastern European Hub, Primary schools regarding provision for their pupils' parents, Harrow, Local SEND providers and Brent and Barnet local authorities and many more community groups

Contribution to National, Regional and Local priorities

This report outlines the current provision and curriculum offered by the college in relation to the West London Local Skills Improvement Plan (LSIP). It also highlights the College's strategic response to the national skills priorities, demonstrating how our courses and programmes are designed to meet the evolving demands of local industries and the workforce. By aligning the curriculum with the LSIP's priorities and national skills requirements, the College plays a critical role in addressing local workforce challenges while ensuring our learners are equipped with the skills necessary for successful careers.

LSIP Priority	Existing Provision	2025/2026	Timeline
Digital	<p>Through all 16-18 study programmes all learners take part in directed digital studies.</p> <p>Generic digital skills are taught across all subject areas including use of Microsoft office and a focus on being safe online</p> <p>Bespoke digital skill for adult learners</p>	<p>As part of reviewing the priority of digital skills, in 25/26, to recruit 1,446 learners on study programmes and to have one-hour timetabled digital skills lessons into their study programme.</p> <p>To Provide all learners with Microsoft Office accounts upon enrolment, ensuring access to essential digital tools and software for developing key skills.</p> <p>Maintain our partnership with Learn Harrow to deliver basic IT skills training to adult learners, offering six cohorts of digital skills courses throughout the academic year.</p>	<p>September 2025</p> <p>September 2025 study programme September 2025, January 2026 and April 2026 for adult learners</p> <p>October 2025 January 2026 March 2026</p>
Green including construction	<p>As part of all 16-18 study programmes, learners complete a unit focused on green skills and sustainability, reflecting the college's commitment to environmental education. Additionally, a new Green Skills Hub, opened in June 2023 and serves as a dedicated space for delivering courses that</p>	<p>In alignment with the green and construction priorities and for all 16-18 engineering and science learners to embed learning activities focused on green skills and sustainability utilising the green skills hub.</p> <p>Ensure that all vocational subject specialisms integrate principles of sustainability, emphasizing both relevance and practical application. This approach will prepare learners to understand and implement sustainable practices within their specific fields, fostering environmental responsibility and long-term viability in their professional roles</p>	<p>January 2026</p> <p>September 2025 January 2026 May 2026</p>

	<p>equip learners with the knowledge and skills needed for green industry careers.</p> <p>Study programme learner to have tutorials that have content related to sustainability, carbon literacy and how to plan for Net0.</p>	To embed sustainability and carbon skills into tutorial programme for study programmes learners. This initiative aims to enhance awareness and understanding of sustainable practices, equipping students with the knowledge to contribute meaningfully to a more sustainable future.	November 2025
LSIP Priority	Existing Provision	2025/2026	Timeline
Inclusive recruitment and in work progression	Numeracy programmes for adults to support inclusive recruitment	<p>ESOL Courses: Numeracy will remain an integral part of ESOL courses for learners with English as a second language, supporting both language development and the strengthening of essential numeracy skills.</p> <p>Mathematics Programmes: The College will continue offering targeted numeracy education through standalone mathematics courses (GCSE & Functional Skills), placing a strong emphasis on real-world practical applications</p> <p>English Courses: Numeracy skills will continue to be embedded in English programmes, enabling learners to comprehend and apply mathematical concepts in practical, real-life situations.</p> <p>Rail Futures Programmes: Numeracy will remain a key component of the Rail Futures programme, providing learners with the specialized mathematical skills required for the rail industry</p>	<p>September 2025 January 2026 April 2026</p> <p>September 2025 January 2026</p> <p>September 2025 January 2026</p> <p>September 2025 January 2026 April 2026 August 2025 to August</p>

	The College to provide has increased its numbers in mainstream and EHCP's	<p>To continue to support EHCP applications, through a thorough consultations process to ensure that as a college we can meet the needs of the learner.</p> <p>Have a designated enrolment day specifically for EHCP learners to ensure a smooth process.</p> <p>Continue to implement the new revised SEND strategy.</p> <p>To complete annual reviews timely for all EHCP learners. All ECHP learner to meet with careers advisors before their annual reviews</p>	<p>August 2025</p> <p>Ongoing through 25/26</p> <p>October 20205 to July 2026</p> <p>September 2025 to July 2026</p>
LSIP Priority	Existing Provision	2025/2026	Timeline
English for speakers of other languages (ESOL)	The College is continuing to grow its ESOL (English for Speakers of Other Languages) programmes for both young and adult learners. Offering suitable English or mathematics qualifications. The curriculum offer currently offers pre-entry, entry level 1, 2, and 3.	<p>To recruit target number of 73 young ESOL study programme ranging from entry level 1,2 and 3.</p> <p>To recruit to the adult target of 1007 in 25/26 academic year. These courses are designed to support learners in developing strong communication skills, which are essential for both academic success and future employment opportunities.</p>	<p>September 2025</p> <p>September 2025 January 2026 March 2026</p>
LSIP Priority	Existing Provision	2025/2026	Timeline
Careers Advice and	As a college we ensure that learners are not only	All learners enrolled on courses will have One-on-one career coaching sessions, personalized advice tailored to the specific	January 2026

Essential Skills	prepared academically but also equipped with the skills and guidance needed to succeed in their future careers.	goals, challenges, and aspirations of individual learners, ensuring that each learner receives relevant support.	
	Careers team deliver careers advice on a variety of topics: Progression Apprenticeships UCAS Individual career advice and programme Applying for jobs CV and application guidance Mock interviews Work placements Alternative routes other than university 1:1 advice and support	Introducing careers advice from the very beginning of a learner's academic journey. Collaborating with local employers, industry professionals, and alumni to provide students with realistic insights into various careers. All 16-18 study programme learners to receive specific skills passport delivery of 1 hour a week covering sessions on soft skills like resilience, leadership, time management, and conflict resolution. The annual careers fair to showcase a diverse range of stalls, featuring representatives from apprenticeship providers, universities, and local businesses, giving students valuable opportunities to explore various career paths and further education options. For 2025/26, the careers department's services to be fully embedded into tutorial programmes, providing learners with progression guidance, apprenticeship support, UCAS advice, CV help, work placements, and information on alternative university routes for comprehensive career development.	October 2025 January 2026 September 2025 February 2026 September 2025
	Implementation of Gatsby Benchmarks	All study programme tutorials to embed all Gatsby Benchmarks, aligning with best practices in career guidance to offer learners high-quality support for their education and career preparation.	February 2026
LSIP Priority	Existing Provision	2025/2026	Timeline

Aligning and increasing funding	Although the College currently offers T levels, take up has been incredibly slow as there is still a lack of understanding of progression routes and many learners and parents are still favouring BTEC. Through business planning which has now been completed for 25/26 we are continuing to extend our offer of T levels.	<p>To meet the T level target number set with the DFE In the 2025/26 academic year:</p> <p>Health & Social Care -Health 14 Business law -10 Business Marketing - 10 Digital - 22 Engineering -18 Engineering – design Surveying and Planning- 10 Accounting 29 Early years – 16 Media & broadcasting -10</p> <p>To continue to strengthen the connections with schools has been identified as a priority to boost future enrolment.</p> <p>In 25/26 continue to reshape the curriculum in line with the level 3 reform.</p>	<p>September 2025</p> <p>Ongoing through 25/26</p> <p>September 2025 to August 2027</p>
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LSIP Priority	Existing Provision	2025/2026	Timeline
Communications and engagement with employers	The College has implemented several employer engagement events where local employers have been invited into the College.	To establish a half-termly employers' forum at the college to strengthen collaboration, gather industry insights, and actively involve employers in shaping the curriculum and skills development.	October 2025 December 20206 February 2026 April 20206 June 20206
	The College has shared the West London LSIP and key priorities. This has been a termly event for all employers who have been working to shape the curriculum	Curriculum teams to continue to work with employers to co-develop course content and tackle identified skills gaps. Each curriculum area to be actively working with at least three employer partners to shape the curriculum and its skills components.	January 2026

	and to meet the skill shortage		
Health & Social Care	The College currently delivers health and social care courses at level 2 & 3 for 16-18 study programme.	<p>Health and Social Care has been identified as a critical focus area in the Local Skills Improvement Plan (LSIP).</p> <p>Building on last year's growth, the college plans to meet recruitment targets for 2025/26, aiming to enrol 140 learners aged 16-18 across Levels 1 to 3, and 126 adult learners from Entry Level to Level 3.</p>	October 2025
Creative Media and Digital	<p>The current provision in creative media that is on offer at the college is:</p> <p>Level 1 in art, design, and media</p> <p>Level 2 & 3 media which include pathways in TV, film, game design, animation and multimedia</p>	<p>To meet the targeted recruitment of 100 study programme learners across Levels 1 to 3 within the Media department for the 2025/26 academic year.</p> <p>To develop and promote an adult curriculum offer in Creative Media, ensuring pathways for individuals seeking careers in this critical and growing sector.</p>	<p>September 2026</p> <p>January 2026</p>
Transport & logistics	Level 2 track maintenance	<p>To recruit 5 cohorts in 25/26 that equates to 120 adult learners at level 2 at 2 cohorts at level 3 which equates to 48 learners.</p> <p>The College has submitted a Skills Bootcamp bid under wave 6, if successful we have put a bid in to run 2 cohorts through transport and logistics.</p>	<p>September 2025 – March 2026</p> <p>March26</p>

In addition to the LSIP priorities the DfE have identified 7 national skills priorities. These have been agreed due to high and increasing volumes of vacancies. The 7 national skills priorities are:

Engineering, Construction, Manufacturing, Digital and Tech, H&SC, Haulage and logistics, Science & Maths

National Priorities	Existing Provision	25/26	Timeline
Engineering	Level 1 Certificate in engineering Level 2 Diploma Level 3 Extended diploma	To meet the targeted recruitment of 116 study programme learners across Levels 1 to 3 within the engineering department for the 2025/26 academic year.	September 2025
Science & Maths	Level 1, 2 & L3 vocational programmes in science.	To meet the targeted recruitment of 130 study programme learners across Levels 1 to 3 within the engineering department for the 2025/26 academic year.	September 2025
	GCSE Science package	To meet the targeted recruitment of 25 study programme learners on GCSE science resit programme.	September 20205
	GCSE resits in maths. Functional skills maths	Timetable GCSE resit in maths for all study programme learners who have not achieved a grade 4.	September 2025
		Maths course provision for adults, including GCSE and Functional Skills qualifications	October 2025

Local Needs Duty

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's contribution to meeting these. The Governing Body has oversight of the curriculum offer of the college to be able to best support identified skills gaps and improve the employability and life chances of all students it serves, providing opportunities for all levels of prior attainment. Stanmore develops its curriculum offer in consultation with other colleges within the West London area, and alongside Higher Education Institutions to support progression. Strategically with new College Buildings planned for full launch August 2027 the College is developing its capacity to respond to growth in demand for skills in the built environment and building services and engineering as well as strengthening its delivery across health and social care and digital and creative. As a community College the demand for essential skills within the community is fully reflected in the College's plans.

Corporation Statement

On behalf of Stanmore College, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation.

This plan will be published on the College website within three months of the start of the new academic year and can be accessed on the Stanmore College website.

Signed: Annette Cast
Annette Cast
Principal & Chief Executive
Dated: 24/6/2025

Signed: Gideon Schulman
Gideon Schulman
Chair of Governors
Dated: 24/06/25

Supporting Documentation

Stanmore College Strategic Plan

[Strategic Plan 2023-2028 Presentation to Governors 28032023 FINAL .pptx](#)

Local London Skills Improvement Plan

[BLDN_Report_LSIP_DIGITAL FINAL compressed_0.pdf](#)

West London LSIP

[west london annex to the LSIP](#)

Restoring Pride in Harrow

[Restoring Pride in Harrow 2023 - 26](#)

Harrow Economic Strategy

[Harrow Economic Strategy 2023-26.pdf](#)

Nomis website

[Labour Market Profile - Nomis - Official Census and Labour Market Statistics](#)

All supporting documents including the accountability statement will be available on our website