

## The Henley College – 2023/24 Annual Accountability Statement

### 1. Introduction

This statement is in response to the statutory duty placed on colleges by the Department for Education (DfE) in June 2022, to produce and publish an Annual Accountability Statement as part of their annual funding agreement with the Education and Skills Funding Agency (ESFA). The statement has been produced following guidance on Accountability Statements published by the DfE in December 2022. It begins with an overview of the College’s vision and purpose through a review of the College’s current strategic aims that link to the accountability statement, it considers the communities we serve, through a review of labour market information, national and regional skills priorities and how these align to the College’s curriculum, and goes on to outline the actions the College will take in 2023/24 in response to local, regional and national skills needs. The statement’s focus is on skills. It does not cover all College activity for 2023/24.

### 2. Purpose (College Vision and Strategic Aims)

Our vision at Henley is to be an exceptional college that transforms lives. To this end, our 2021-24 Strategic Plan, approved by the College Corporation on 28<sup>th</sup> June 2021, sets out the College’s strategic aims under the following four pillars:



Table 1 provides detail on the strategic aims that are linked directly to the Accountability Statement.

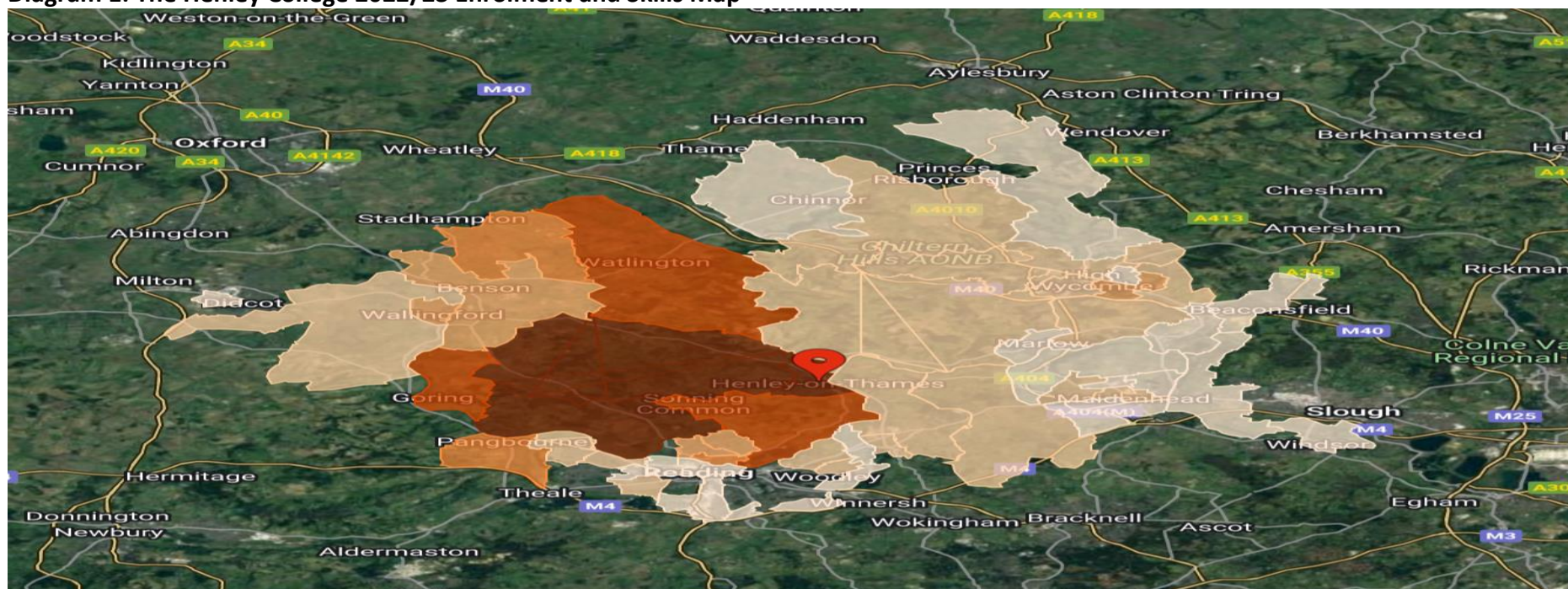
**Table 1: 2021-24 Strategic Aims linked to the 2023/24 Accountability Statement**

Strategic Aim 1: Students - Delivering an exceptional student experience.	<ul style="list-style-type: none"> <li>Developing students' independence and the right aptitudes for future success - students will be equipped with the skills, knowledge and information they need to progress onto their next steps successfully, meeting the expectations of employers and higher education institutions.</li> </ul>
Strategic Aim 3: Stakeholders - Building partnerships within the community.	<ul style="list-style-type: none"> <li>Forging partnerships with employers and other providers - the College will be responsive to the needs of employers in the Thames Valley Region through our curriculum and through partnerships with other providers.</li> <li>Links with employers will generate work experience and industry placement opportunities for students taking technical and vocational qualifications.</li> <li>We will meet the needs of local and regional agencies by delivering qualifications that align to the agencies' aims. We will maintain high quality relationships with parents through the use of digital technology.</li> </ul>
Strategic Aim 4: Growth and Innovation - Supporting enterprise and delivering growth.	<ul style="list-style-type: none"> <li>Maintaining outstanding financial strength - financial forecasts will be driven by the development of a curriculum plan to ensure sufficient resources are made available to deliver a quality learning experience for all students.</li> <li>Delivering recruitment growth - ensuring the curriculum meets the demands of potential students by offering the skills needed locally.</li> <li>Investing in an evolving estate infrastructure – through continued investment in new technology and solutions to maintain the high standard of the IT infrastructure; continually reviewing the state of premises and equipment, repairing and replacing to ensure it meets the needs of the College and meets compliance requirements.</li> <li>Implementing environmental solutions - creating a sustainability focus group represented by staff and students, delivering energy and resource efficiencies to reduce the College carbon footprint, and implementing an Environmental Sustainability Policy that follows the DfE Climate Change Strategy.</li> </ul>

### 3. Context and Purpose - The Communities We Serve

The Henley College is a sixth form college in South Oxfordshire, close to the borders of Berkshire and Buckinghamshire. The College currently has 1,920 students enrolled on 16-19 Study Programmes. 95% of the curriculum is at Level 3 with a roughly equal split between A-levels and vocational diplomas. 42 students have an EHCP and this will increase to 58 students in 2023/24. Diagram 1 shows the College's local enrolment and skills map, indicating travel to learn patterns in 2022/23. The area from Didcot to the west to Beaconsfield and Slough in the east, and from Thame and Wendover in the north to Reading, Theale and Winnersh in the south, an area of approximately 40 square miles, is the area from where students travel to the College to study. Approximately 90% of the student population travel to College from towns and villages in the surrounding area. The enrolment and skills map is the College's defined local area. It covers the central and eastern flank of the Thames Valley region.

**Diagram 1: The Henley College 2022/23 Enrolment and Skills Map**



At THC, we contribute directly to the national and regional skills strategies through our A-level and vocational diploma programmes. Table 2 outlines the qualifications that contribute to the College's national skills strategy. These are the College's 36 A-levels and nine Extended Certificates arranged into eight subject groups. The articulated progression route for students taking A-levels and Extended Certificates is into higher education. The students typically move out of the local or regional area to attend university. The qualifications as such align to the College's national skills strategy.

For A-level and Extended Certificate students who remain in the local area, our A-level and Extended Certificate offers aligns closely with local and regional skills priorities, set out in Table 3.

**Table 2: THC A-level and Extended Certificate Subject Areas and Subjects – THC National Skills Strategy Qualifications**

Subject Areas	Subjects
Humanities and Social Sciences	History, Classics, the Englishes, Philosophy, Sociology, Psychology, Criminology, Politics, Law, Rel Studies
Maths and Science	Engineering, Biology, Chemistry, Physics, Maths and Further Maths
Earth Sciences	Geography, Environmental Science
Computing	Computer Science, Applied IT, Digital Games, Animation
Business	Economics, Accounting, Business, Applied Travel & Tourism
Languages	French, German, Spanish
The Arts	Art, Textiles, Dance, Drama, Film Studies, Media Studies, Photography
Sport	Physical Education

In terms of local and regional skills, Table 3 lists the eight industry sectors the College offers technical and vocational qualifications in, showing the sectors' relative importance to the region in terms of employment opportunities and the concentration of employers compared to the national average.

**Table 3: Eight Industry Sectors the College Offers Qualifications in with Associated Employment Data**

Industry Sectors	No. Jobs	National Average	% of workforce	Concentration of jobs
Information and communication technologies	98,000	48,000	10%	2.2
Professional, scientific and technical industries	120,000	80,000	12%	1.4
Human health and social work services	100,000	135,000	10%	0.75

Administrative and support services	95,000	85,000	9.5%	1.1
Public administration and defence	25,000	40,000	2.5%	0.6
Education	90,000	90,000	9%	1.0
Engineering and manufacturing	70,000	80,000	7%	0.85
Arts, entertainment and recreation	25,000	30,000	2.5%	0.9

The industry sectors align with five of the seven National Skills Priority areas cited by the government as key growth areas for the country, and the seven regional priority areas cited by the Thames Valley Chamber of Commerce (TVCC) in their most recent update on the production of the Local Skills Improvement Plan (LSIP), see Table 4.

**Table 4: Comparison of National and Regional Skills Priority Areas and THC Subject Sector Areas**

National Skills Priority Areas	LSIP Update (30 <sup>th</sup> March 2023)	THC Industry/Subject Sectors
Manufacturing	Manufacturing (Science and Innovation)	Manufacturing
Digital and Technology	Digital (ICT)	Information and communication technologies
Health and Social Care	Care	Human health and social work services
Engineering	-	Engineering
Science and Mathematics	Health and Life Sciences	Professional, scientific and technical industries
-	Creative Industries (Screen Industries)	Arts, entertainment and recreation
Haulage and Logistics	Transport and Logistics	-
Construction	Construction and Built Environment	-
Hospitality & Visitor Economy	-	-

Through the production of the LSIP, TVCC also identified cross-sector skills gaps in the following themes:

- Transferable Employability Skills
- Business & Administration
- Leadership & Management
- Skills for a Net Zero Economy
- Digitalisation

Other key factors relevant to the College's local and regional context are the overall educational attainment of adults in the region and how this affects the demand for the Level 3 qualifications the College offers, and the subsequent employment opportunities for adults qualified to Level 3 and above. Another key factor is the College's own financial and quality assurance position, and whether this would affect the College's ability to respond to the skills needs of local and regional stakeholders.

40.5% of residents in the Thames Valley area hold a degree or equivalent qualification or higher degree, substantially above the national average. The demand for Level 3 qualifications in the Thames Valley area, as entry qualifications into university, is as such high. This demand is reflected in the job opportunities created in the area. 97.4% of the 1,011,677 Thames Valley area workforce were in employment in 2022/23 a trend that is predicted to continue for the next five year.

The College's strong position in terms of quality and finance allows the College to deliver a curriculum in line with the national, regional and local skills strategy. The College is currently rated as financially outstanding by the ESFA. At its last Ofsted inspection in March 2023, the College was graded Good for overall effectiveness and Outstanding for the support provided to students who have an Educational Health Care Plan.

#### 4. Engagement with Key Stakeholders

In drawing up this accountability statement THC has worked collaboratively with a network of employers, civic and community stakeholders and other education and training providers. Table 5 gives details of key employers the College partners with, in the subjects we specialise in.

**Table 5: Key Strategic Employers the College Partners with in the Subjects the College Specialises In.**

Industry Sectors	Qualification	Industry Links
Information and communication technologies	BTEC Extended Diploma in IT	Cisco Softcat
Professional, scientific and technical industries	BTEC Extended Diploma Applied Science BTEC Extended Diploma Forensics and Criminal Investigation	Strategic Solutions - Services in RTSM for Janssen Research and Development Dynamic Adaptability
Human health and social work services	T Level Health BTEC Extended Diploma in H&SC	Royal Berkshire NHS Trust Peverel Court Care



Administrative and support services	BTEC Extended Diploma Business	Thames Water Great Western Railway
Public administration and defence	BTEC Extended Diploma in Public Services	Thames Valley Police RAF Recruitment
Education	Level 5 Diploma in Teaching in Education and Training	Buckinghamshire New University University of Reading
Engineering and manufacturing	BTEC Diploma Engineering	Global Origin Remote Applications in Challenging Environments (RACE)
Arts, entertainment and recreation	UAL Diploma Creative Media BTEC Extended Diploma Music Performance and Production	ScreenSkills Anagram Talent

In terms of civic partnerships, the College works closely with Oxfordshire County Council, Buckinghamshire County Council, the Royal Borough of Windsor and Maidenhead Council and Reading Borough Council to arrange provision for students who have high support needs. We work closely with Henley Town Council to provide volunteering and work experience opportunities for students.

The College works with local secondary schools, to make available the College's careers fairs to Year 10 and Year 11 students, and with Buckinghamshire New University and The University of Reading, to recruit new graduates into a career in teaching in the post-16 education and training sector. We have worked with TVCC, Activate Learning, Abingdon and Witney College, The Windsor College Group and Newbury College, to carry out an analysis of business demand in lieu of the publication of the LSIP in June 2023, and to submit a collaborative bid successfully to the Strategic Development Fund (SDF). As a result, in 2022/23 the College developed a short Advanced Computing for Engineers course with Newbury College, which was offered successfully to local engineering companies in February 2023. As part of the SDF programme, the College also delivered a teacher development programme, to attract and retain new people into the post-16 teaching profession. The partnership work with other local colleges has allowed member colleges to ensure that industry sectors not covered by their college are covered by other providers in the group.

## 5. Meeting National, Regional and Local Needs

This section outlines the actions the College will take in accordance with its Accountability Agreement with the ESFA for 2023/24. It draws on actions already associated with the College's strategic aims for 2023/24 and complements these with additional, new actions derived from research undertaken by the DfE, TVCC on the production of the LSIP and the College's own intelligence. The actions are aligned with the strategic aims for the College, as set out in Section 2, Purpose (College Vision and Strategic Aims), and given below in Table 6.

**Table 6: 2023/24 THC Actions towards National, Regional and Local Skills Priorities Linked to THC Strategic Aims**

No.	Actions towards National, Regional and/or Local Skills Priorities	THC Strategic Aim	Commentary	By When
1.	Skills Builder self-assessments will be completed by all students across the College.	Strategic Aim 1: Students - Delivering an exceptional student experience.	Skills Builder is an online programme the College piloted in 2020/21 for students to self-assess their skills development against the skills employers have advised the College to include in the teaching of the curriculum.	October 2023
2.	Hold three Careers Fairs across the academic year for THC students and Year 11 students in partner schools, bringing together key employers and civic stakeholders with their future workforce.	Strategic Aim 1: Students - Delivering an exceptional student experience.	In 2021/22 we arranged one careers fair during the year. In 2022/23 we have held two careers fairs, STEM and non-STEM, in response to student feedback to improve engagement with all students in all subjects. This will be further developed in 2023/24 with three careers fairs.	April 2024
3.	Increase the core group of employers to 60 local employers who will provide work experience and industry placements for THC students and act as advisers to the College through input into the curriculum and through the College's Advisory Board.	Strategic Aim 3: Stakeholders - Building partnerships within the community.	This was already a target for 2023/24, as the College increases the range of stakeholders we work with through engagement with employers, civic and community stakeholders and other education training providers.	December 2023



4.	Develop our relationships with parents through improved digital communication and enhanced parental surveys	Strategic Aim 3: Stakeholders - Building partnerships within the community.	Parents are a key stakeholder in promoting good personal development in students and keeping students on track to achieve aspirational outcomes.	December 2023
5.	Start up three new T-levels qualifications in Business Administration, Engineering, and Digital.	Strategic Aim 3: Stakeholders - Building partnerships within the community.	The three new T-levels offered in 2023/24 align with national and regional skills priorities in digital/computing, engineering and business administration.	September 2023
6.	Apply to the IfATE for access to the Register of Approved Training Providers (RoATP), to offer apprenticeships in Engineering, Computing, Business, Healthcare and Accountancy from 2024/25.	Strategic Aim 3: Stakeholders Strategic Aim 4: Growth and Innovation - Supporting enterprise and delivering growth.	The apprenticeships the College seeks to offer align to the T-level subjects the College will offer from September 2023 in Business Admin, Computing and Engineering.	July 2024
7.	Apply to the Local Skills Improvement Fund (LSIF) for funding to develop and offer a new short training programme in Robotics.	Strategic Aim 3: Stakeholders Strategic Aim 4: Growth and Innovation	The LSIF will open in around June/July 2023. Following the College's successful SDF bid in 2022, we aim to develop our offer of short technical courses for employers in the Engineering/Digital/Robotics area through access to the LSI fund.	May 2024
8.	Offer a full cost version of the Introduction to Robotics course for adults, as trialled in 2022/23.	Strategic Aim 3: Stakeholders Strategic Aim 4: Growth and Innovation.	The Introduction to Robotics course ran in February and March 2023. Feedback shows that the course met the needs of the employers who took part in the course, indicating the value to local employers in offering the course a second time.	May 2024

9.	Recruit up to 30 participants onto AAT Level 2 and Level 3 Accountancy and Bookkeeping qualifications.	Strategic Aim 3: Stakeholders. Strategic Aim 4: Growth and Innovation	Accountancy and Bookkeeping are two skills highlighted by the LSIP as key skills for businesses where there are skills gaps in the Thames Valley region.	June 2024
10.	Start up Level 3 CMI leadership and management training for up to 30 participants.	Strategic Aim 3: Stakeholders Strategic Aim 4: Growth and Innovation	Management and leadership are two skills highlighted by the LSIP as key skills for businesses where there are skills gaps in the Thames Valley region.	June 2024

## 6. Corporation Statement

It is hereby confirmed that the statement and actions set out above were approved by The Henley College Corporation on [date].

The statement will be published on the College website within three months of the start of the new academic year and can be accessed from the following link: [www.henleycol.ac.uk](http://www.henleycol.ac.uk).

Signatures:

Chair of Governors



Principal/Chief Executive



Dated:

.....26<sup>th</sup> May 2023.....

## **7. Supporting Documentation**

Review of how well education or training meets local needs - Statutory guidance for further education colleges, sixth form colleges and designated institutions, DfE, Crown copyright 2022

Accountability Agreements for 2023 to 2024 Guidance, DfE, Crown copyright 2023

The Henley College 2021-24 Strategic Plan

The Henley College April 2023 Ofsted Inspection Report

Oxfordshire Local Skills Improvement Plan - <https://www.oxfordshirelsip.co.uk>

Berkshire Local Skills Improvement Plan - <https://www.berkshirelsip.co.uk>