



COLLYER'S
Founded in 1532



**The College of Richard Collyer
Accountability Statement & Local Needs Duty
2025 - 2026**

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Purpose

Collyer's was founded as a school nearly 500 years ago in the will of Richard Collyer, a successful London merchant and Mercer. In 1976 the school converted to become a sixth form college. Our heritage is important to us, and we have benefited enormously from being one of the now 16 Mercers' Associated Schools and Colleges during our existence. Now, proud of the past and ambitious for our future, we have a thoroughly modern curriculum and culture whilst continuing to respect and preserve our heritage. Our primary focus is the provision of high quality sixth form education; we offer a wide range of A-Levels, complemented by vocational and technical qualifications for young people aged 16-19. Our curriculum is directly informed by local, regional and national skills needs.

Our Mission, Vision and Values describe the main purpose of the college and demonstrate a clear commitment to our statutory duty to respond to the Local Skills Improvement Plan as well as regional and national employer needs.

Mission

- Community
- Opportunity
- Achievement

Vision

- Remain the top state provider of A Levels in West Sussex
- Provide a relevant range of high quality vocational and technical courses
- Offer excellent progression guidance as a pathway to university, further education and work
- Develop skills for the future that meet local needs
- Embrace an innovative culture and pioneer new technologies
- Focus on sustainability and the wellbeing of all our community
- Invest in our estate to grow and further develop our safe, accessible and attractive campus
- Build strong relationships with partners and the local community

Values

- Inclusivity – Collyer's welcomes all who will benefit from the outstanding education we provide, we celebrate diversity and encourage mutual respect, upholding fairness for all
- Aspiration – Our expert staff are ambitious for every student's future and focussed on the breadth of opportunities for progression
- Care – We are a friendly and supportive community, looking after one another and protecting our environment, growing as kind and actively engaged members of society
- Individuality – Our college has a professional and innovative climate that challenges everyone to be creative, self-motivated and resilient

The college operates a three-year strategic cycle and our current [College Strategic Plan](#) covers 2023-2026.

Our **Curriculum Strategic Aim** (serving as our curriculum intent) is to provide:

*A contemporary, rounded education that meets the needs of students in a modern world,
ensuring students achieve their very best.*

Curriculum Strategic Objectives:

- Maintain our position as a top state provider of A-Levels in West Sussex and within the top three sixth form colleges nationally by value added
- Remain the A-Level specialists of West Sussex with the broadest choice of subjects delivered with expertise, alongside key vocational and technical qualifications
- Provide a contemporary education via a challenging and inspiring curriculum that motivates students and develops personal attributes for success in the modern world
- Attract and retain the most able professionals who exhibit energy, reflection and innovation
- Collaborate with local and regional employers to meet their skills needs, alongside provision for all students of excellent careers advice and high-quality work experience

Our **Pastoral Strategic Aim** (which includes personal and skills development) is to provide:

Inclusive, holistic and responsive pastoral provision, which supports personal development for all, empowering students to realise their potential.

Pastoral Strategic Objectives:

- Promote an inclusive culture in which diversity is celebrated, where inequality is addressed and where all members of our community are treated with respect.
- deliver a comprehensive and collaborative support provision, which prioritises safety whilst equipping students with resourcefulness to overcome barriers to learning and wellbeing.
- Provide relevant and responsive pastoral tutoring, ensuring intervention supports and challenges the development of effective studentship and self-management for all students.
- Inspire holistic personal development, building aspiration and community engagement through an extensive enrichment programme and exciting extra-curricular opportunities.
- Ensure expert careers education, information, advice and guidance including meaningful engagement with employers and higher education providers to support student progression goals.

We aim to equip students with the knowledge, qualifications and skills they need to make informed and aspirational choices about the future. Although the majority of our learners are focused on progression to higher education, we provide comprehensive careers education, information, advice and guidance (CEIAG) to enable all learners to progress into high quality, meaningful and sustainable employment, via whichever progression route they choose to pursue. Through our engagement with the Local Skills Improvement Plan (LSIP), Coast to Capital Careers Hub, H.E. providers, employers, and other education/training providers, we are committed to ensuring our curriculum and pastoral provision offers positive outcomes for learners, the local community and the national economy.

Context and Place

The College of Richard Collyer

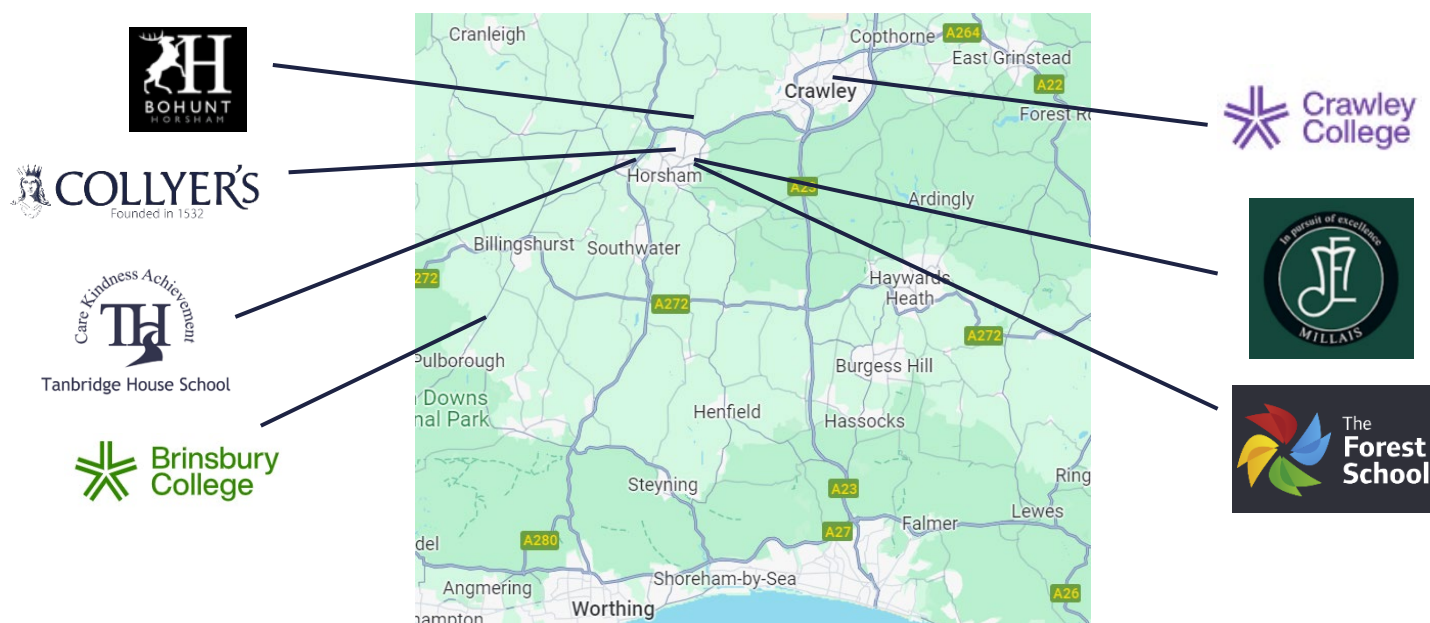
- A Sixth Form College comprised of ~2650 16-19 students and ~220 staff
- Collyer's is the only post-16 provider in the town of Horsham in West Sussex
- ~50% of our sixth form intake come from Horsham schools, whilst the remainder come from schools across Surrey and Sussex, with a small number of International Students from overseas
- Known predominantly for A-Levels (~90:10 balance of A Level to Vocational) until 2017, our offer has broadened in response to school liaison and student applications to a balance of ~70:30
- In 2019 we committed to launching T-Levels as one of ~50 'first wave providers'
- Our Sixth Form (daytime) provision now includes: 35 A-Level courses, 15 Level 3 Vocational courses, 2 T-Levels, an 8 subject Level 2 Foundation Programme and over 120 Enrichment Activities
- ~70% students follow A-Level courses, ~25% Level 3 vocational and technical or a mix of A-Level and vocational courses, 5% complete a Level 2 Foundation year before proceeding to Level 3 study
- We are consistently amongst the highest achieving (by value added) providers of A-levels in West Sussex and nationally
- Up to 70% of our 16-19 learners progress to university each year, with the remaining 30% entering apprenticeships, further education and training, or direct employment
- The college's annual income excluding capital funding is ~£13 million

Given our size and position as the only post-16 provider in Horsham, we are committed to providing technical provision where we have suitable expertise and appropriate accommodation. Since 2020 we have offered two T-Levels: Education and Early Years, and Digital Production. For both T-Levels we have been fortunate to secure high quality industry placements for all learners. Alongside our T-Level provision we took part in a national trial of the Transition to T-Level Programmes at Level 2. Our Foundation Programme offers provision for ~120 learners who have not quite met the entry requirements for direct entry to Level 3.

Although we have broadened our provision to include more vocational and technical courses, we remain principally an academic provider, focused on providing the highest quality education within the qualification types that we do best (see complete list of qualifications in Appendix 1). In 2024, the most recent year of publication of the DfE Level 3 Value Added metric, Collyer's students achieved A-Level results placing us as amongst the top 15% nationally of Sixth Form Colleges providing A Levels, and top in West Sussex for students completing a 3 A Level programme.

Readying students for the world of higher education is a key focus for Collyer's, with ~70% of students applying to university annually. In doing so we make a very strong contribution to the national skills agenda key sectors as graduates enter the workforce with highly developed skills. We provide support for learner applications through the H.E. Progression Pathway and Collyer's 360 Enrichment Programme, with additional specialised content for specific routes e.g. Oxbridge, Medics/Vets/Dentists, Performing Arts Conservatoires, Visual Arts/Media. Higher Education Statistics Agency (HESA) [annual reports](#) show that former Collyer's students are retained in higher numbers than average by universities and achieve results which exceed the national averages for students from all other sectors, including school sixth forms and independent schools. This suggests that Collyer's provides exceptional preparation for students entering higher education, equipping learners with the skills, resilience and independence to succeed at university, and facilitating successful entry into the graduate job market. Students who are aiming to enter the workplace or go into further technical or vocational training after Collyer's, follow the Employment & Apprenticeships Progression Pathway and have access to a range of bespoke Collyer's 360 activities including Aspiring Apprentices and the Young Enterprise Scheme. All Level 2 and 3 students complete work experience (WEX) during Year 1.

Local Area



Almost 50% of our 16-19 students come from three of our Horsham-based partner schools; Millais, The Forest School and Tanbridge House School. Bohunt Horsham is a new 11-16 school, which opened in 2019 - we welcomed our first cohort of Bohunt students to Collyer's in September 2024. Demographic data from West Sussex County Council shows consistent growth in Year 12 cohorts for the next 4 years increasing at a rate of around 4%. Year on year, our reach into West Sussex and Surrey increases, with a 9% increase in student numbers for September 2024 compared to 2023. We are forecasting a 7% growth in student numbers for September 2025 compared to 2024. As capital funding is highly competitive, when we're able to deliver new buildings, these are needed to increase capacity within our current offer.

Horsham is located just 8 miles from Crawley which benefits from having a highly successful General Further Education (GFE) College. Crawley College is part of the Chichester College Group (CCG) and offers a complementary curriculum to Collyer's, focussed entirely on vocational and technical qualifications from Entry

Level to Level 4 (they do not offer A Levels). Collyer's academic offer therefore serves the needs of a significant proportion of students from the Crawley area, whilst some young people from Horsham progress to the broader range of vocational and technical qualifications at Crawley College to meet their needs. A small number of young people from Horsham begin courses at Crawley College aged 14-16 alongside their GCSE studies. Brinsbury College, another member of the CCG, is located approximately 10 miles south-west of Horsham and offers a range of vocational and technical provision including land-based courses. Travel to learn routes between Horsham and both local CCG colleges are straightforward with good rail and bus links.

Part of our growth at Collyer's has come from further afield in terms of intake and this has seen the proportion of 'out of area' students increase to ~50%. Students are happy to travel to Collyer's from the south coast, especially Worthing, and across from Cranleigh in the west, and East Grinstead in the east. Our natural catchment diamond fortunately does not overlap with any of our relatively nearby, fellow S7 consortium sixth form colleges (Reigate, Godalming, Varndean and BHASVIC). We run a subsidised bus route from the south coast to facilitate travel to learn, given the limited public transport options between Worthing and Horsham.

As a non-selective, state funded provider, we are committed to remaining inclusive and accessible to 16- and 17-year-olds in Horsham and further afield. We deliberately have a more generous set of entrance requirements than most school sixth forms. We aim to offer as many young people as possible, locally and regionally, access to a truly top-class academic experience. We have a growing number of learners with Education and Health Care Plans (EHCPs) and/or High Needs, and a significant number of learners with Additional Learning Needs. These students achieve exceptionally well at Collyer's and our SEND provision and CEIAG for learners with additional needs helps to ensure that they also achieve their progression goals.

Local Skills Improvement Plan

Collyer's is situated within Horsham District Council and more broadly West Sussex County Council. We are within the Coast to Capital LEP and the Future Skills Sussex Local Skills Improvement Plan (LSIP) overseen by the Sussex Chamber of Commerce as the Government's designated Employer Representative Body (ERB). The socio-economic characteristics of the area are well described by the Sussex LSIP report:

'The Greater Sussex area runs from Gatwick Airport south to Brighton – the two areas of Sussex with the greatest concentration of skilled jobs – and along the entire Sussex coastal strip, described as an inverted T. This area presents a unique economic landscape within a compact space, with the more buoyant economies of the area around Gatwick and Brighton contrasting with the less economically or socially advantaged areas found in some of Sussex's coastal towns. This is a compact, functional economic area, with natural travel to work patterns to Gatwick Airport and Brighton. The area encompasses Sussex's larger settlements and contains the greatest concentration of employers and providers. The area outside the inverted T is mainly rural and dominated by the land-based sector, which is one of the LSIP sectors of focus to draw in needs from these rural communities. There are issues in accessing skills and education across rural communities and this has been recognised in the recommended Framework.'*



The LSIP area comprises:

- 75,560 registered businesses, 79.7% of all Sussex businesses, producing over £40bn GVA
- 1,035,741 working age population

- Three Local Authorities, two County Councils and one Unitary Authority
- Two Local Enterprise Partnerships (LEPs)
- Eight Further Education (FE), three Higher Education (HE) and two Institutes of Technology (IoT)
- Sussex Council of Training Providers, representing 90 Independent Training Providers, FE and HE institutions

The 2023 Sussex Local Skills Improvement Plan (LSIP) identified seven priority sectors where skills are in substantial demand:



Approach to developing the annual accountability statement

Our understanding of local, regional and national skills has been informed by active engagement with a range of networks and through consultation with stakeholders. The key priorities and targets outlined within this document have been considered thoroughly by our Skills Working Party of governors, senior leaders and managers, and are informed by:

- Our active engagement with the LSIP and FE Sussex
- Collaboration and consultation with other local providers through a range of networks and at all levels; including support teams, teachers, managers, leaders and governors
- Engagement with employers and other stakeholders

LSIP and the Future Skills Improvement Framework

The Future Skills Sussex Improvement Framework allows Sussex partners to unite under a single banner, collaborating to address the challenges encountered by individuals and businesses within the region, as outlined in the Sussex LSIP Case for Change. The Improvement Framework aims to facilitate, enable and empower all partners to take forward the recommended actions and builds on the foci of the Priorities for Change outlined in the Strategic Development Fund Trailblazer. The FSSIF five themes are:

- Intelligence – to build a complete picture of the skills needs in Sussex
- Conversation – to engage in dialogue with local employers to identify specific skills needs
- Innovation – to create a platform for skills innovation and collaboration
- Offer – to work collaboratively with all skills providers in Sussex to address skills gaps
- Talent – to further understand employment and careers opportunities

Collyer's is committed to working within and contributing to the FSSIF by engaging with a wide range of organisations, both educational and employers.

FE Sussex

In 2020 Collyer's rejoined FE Sussex as a member, partly to learn from the General Further Education colleges about engagement with the broader skills landscape. Sussex was nominated as a trailblazer area for the new LSIPs and when published, the new plan had a lot of similarities with the national priorities identified in the Skills for jobs: implementing a new further education funding and accountability system Government consultation - construction, manufacturing, digital and technology, health and social care, and haulage and logistics.

During 2021-22 Collyer's collaborated with fellow FE Sussex colleges on the SDF 1 funded Green Skills project. As part of the £7.2M multi-stream project, sixth form colleges delivered a new carbon literacy course led by BHASVIC. Then in 2022-23 we similarly took part in the SDF 2 funded Digital Skills project – this time a £2.9M single stream project. Here, sixth form colleges led by Bexhill College are delivering a new 'digital competency for the workforce' course.

During 2023-2025 our involvement with FE Sussex involved collaboration between four Sussex sixth form colleges (with whom we are also connected through the S7 Consortium):

- Collyer's
- BHASVIC
- Varndean
- Bexhill

This collaboration centred on shared skills training for 2024-2025 as a result of the £4.2 million LSIF funding, a component of which was the installation of Immersive VR / AR suites to allow for shared simultaneous skills development for our students and staff across the four colleges. Collyer's met it's KPIs regarding usage of our Immersive suite during 2024-2025 before the project end. Separately Collyer's was involved in the development of the Skills Sussex Mobile App: Landed which launched in March 2025 during National Careers Week, with over 1500 Collyer's students signing up to the app.

Engagement with other providers

We are informed in our strategic thinking and planning by membership of a range of local, regional and national networks with other providers; Horsham 11-18 Soft Federation, S7 Consortium of Sussex and Surrey Sixth Form Colleges, the Sixth Form Colleges Association (SFCA).

Each year members of our SMT meet with counterparts from each of the Horsham schools in a curriculum summit to review Year 8 options in our partner schools, changes in provision and how best our curriculum offer can provide suitable progression routes. Regular meetings with members of S7 and the Chichester College Group help us to maintain awareness of post-16 provision in the region. This was particularly important when deciding on the breadth of our T Level offer for example. Chichester College Group have readily adopted each wave of new T Level courses as they are launched. In determining our offer, it was important that we ensured we didn't actively replicate a technical offer on our doorstep. With Crawley College and Brinsbury College positioned within travel to learn distance of Collyer's, our aim is to work in synchronicity ensuring a complementary offer, with each college broadly focussing on the following specialisms:

- **Collyer's** - Broad Academic offer (A-Level, L3 Vocational, T-Level, L2 Transition), Adult Education of
- **Crawley College** - Broad Vocational offer (Entry Level to L 4, inc. T-Level)
- **Brinsbury College** - Land-based/Construction Vocational offer (Entry Level to L4, inc. T-Level)

Beyond our engagement with schools and colleges, we have strong links with HE institutions through our Progression Directorate and via subject level liaison. Our Adult Education Manager also attends regular meetings with the Sussex Council of Training Providers maintaining our understanding of the local ITP offer and informing our Tailored Learning plans.

During 2024-2025, senior leaders met with colleagues from CCG (Crawley College) to discuss the complementarity of our offers to ensure a broad offer between the two colleges to meet the needs of learners in the region. It was established that Collyer's and Crawley College's offer is very complimentary, with Collyer's focussed on a more academic and applied offer, whilst Crawley College focusses on a predominantly vocational and technical offer. Plans are taking shape for further collaboration to support signposting of learners to their most appropriate provision according to their progression aims.

Engagement with employers and other stakeholders

Our existing Strategic Plan and [Careers Programme](#) were both designed through a process of multi-stakeholder consultation (learners, parents/carers, staff, governors, other providers, employers), and underpin the Action Plan in this document. Our Careers Programme provides an overview of CEIAG activities, events and employer engagement woven through the academic curriculum, our tutorial programme and enrichment offer. We review employer engagement and skills development as part of our annual quality cycle, at subject level and cross-faculty, which helps us to maintain focus on key Skills priorities. The Progression Directorate conduct a cross college Self-Assessment Review (SAR) to inform Quality Improvement Plan (QIP) targets for the year ahead, which inform the targets within this document.

Collyer's has long held strong links with employers through contributions to careers fairs, the provision of guest speakers, visit opportunities and work experience placements. The establishment of subject-based Stakeholder Representative Boards (SRBs) has significantly extended our engagement with employers resulting in over 130 local and regional links. Each subject area SRB is comprised of at least three employers, with whom biannual conversations are held to inform our curriculum provision and delivery, enrichment opportunities and broader personal development programme. As part of the subject-based SRB meetings, employers are invited to:

- Discuss specific and broader skills needs in their industry
- Provide employer set projects for vocational qualifications
- Provide foci for emphasis in delivery of specification of academic subjects
- Provide opportunities during learning to be linked to employment and skills needs

Skills development now plays a considerable role in the academic, vocational and personal development of our students. We have therefore identified a focus on increasing parent/carer understanding of skills priorities and Labour Market Information (LMI). This will enhance their ability to support young people in their skills development and career planning, supporting informed progression and helping to ensure that local, regional and national skill gaps are met.

Contribution to national, regional and local skills priorities

The following developments have taken place since publication of our first Accountability Statement:

- Skills Agenda Working Party established in Autumn 2023 to provide strategic oversight and assess impact of college response to the skills agenda. Working party led by Link Governor for Progression & Skills. Membership includes 4 Governors, Director of Governance, Vice Principal (Pastoral), Vice Principal (Curriculum), Director of Progression (Careers & Employability) and Adult Education Manager.
- Vice Principal (Pastoral) appointed as Skills Nominee in 2023.
- 'Skills Development Mapping': assessment of existing provision against LSIP identified skills gaps.
- L2 and L3 curriculum offer reviewed to ensure sufficient range of technical and vocational options to maintain student progression opportunities, despite future defunding of some L3 BTEC courses.
- 'Substitute' course offer expanded. Students who are unable to progress to 2nd year with 3 full A Level equivalent courses can pick up a Substitute course to extend their academic and skills portfolio, increasing positive progression opportunities. Substitute course offer is deliberately focussed on the development of literacy, numeracy and skills for work: AS English Language, L3 Core Maths, EPQ, L2 Work Skills, L2 Cabin Crew and Higher Sports Leaders Award.

- T Level outreach at local secondary schools has continued. High-quality industry placements continue to be successfully secured for both T Level Digital and T Level Education & Early Years. Our first set of T Level Digital outcomes in summer 2024 were exceptionally strong with 82% of students achieving high grades vs. 48% nationally.
- Training and guidance provided to Heads of Subject (summer 2023) to support the development of Stakeholder Representative Boards and to extend Higher Education links in all 16-19 subject areas.
- Links between Heads of Subject and Employers/H.E. providers focused on identifying skills for successful progression into careers/further study, to inform curriculum delivery and enrichment offer.
- Vocational subjects worked with local employers to design at least one assignment brief.
- Three members of the Science Faculty participated in [Teacher Encounters](#) with Wates, a construction, development and property services company. Following their experience they delivered CPD to all staff summer 2023, highlighting ways to embed skills development into curriculum design and delivery.
- [Careers Programme](#) revised and published following extensive research and collaboration with stakeholders including; staff, students, governors, employers and local Careers Hub.
- Our performance against the Gatsby Benchmarks, as measured by the Careers & Enterprise Company's Compass Evaluation tool, has improved. We were fully achieving 7 of the 8 benchmarks by summer 2024 an increase from 4 of 8 in 2022.
- 16-19 Enrichment offer significantly expanded with the launch of Collyer's 360 in 2022. 120 regular activities were offered in 2023-2024 with over 85% of students participating, compared with 40 activities offered in 2021/22 and a 21% recorded participation. Students surveyed cited 'skills development' as a positive outcome of their engagement with enrichment in 2023 and 2024.
- Over 93% of our first year Level 3 students completed at least one Work Experience (WEX) placement of 3-5 days by the end of 2024, compared with less than 55% of learners in 2022 and less than 20% in 2021.
- Almost 88% of learners surveyed in 2024 said that they had an improved understanding of employer expectations following their WEX placement.
- Building on the success of skills/progression focused events such as Challenge of Management and the Festival of Science, the Festival of Arts launched in June 2023, with the Festival of Business launching in June 2024. These festivals comprised over 90 workshop opportunities and Careers Fairs with HE Providers and Employers.
- In January 2025, Foundation students completed our Skills Development Day which included a keynote presentation focussed on communication skills in the workplace, followed by related activities supported by local employers. Foundation students also completed a virtual communication skills session using our LSIF funded immersive suite and the Bodyswaps software.
- Destination Intention surveys utilised to identify prioritised entitlement to 1:1 careers advice, ensuring students without a progression plan or in need of advice, are offered an appointment alongside existing priority groups (students with EHCPs, students on the Foundation Programme and 2A students completing L2 Work Skills).
- Careers Education Information Advice and Guidance (CEIAG) within the Tutorial programme has continued to improve, utilising video presentation to ensure specialist delivery. Progression Pathways pilot project launched Summer 2023 to highlight support and resources for non-H.E. progression routes, with additional online resources made available to Parents and Carers via our Parent Information Platform. Aspirational Apprentices enrichment activity added to Collyer's 360 Programme.
- Our former Adult Education provision expanded to include short courses: Digital Skills for Health Care, supported by LSIF Skills Develop Fund (Round 2). 16 adult learners allied to health care, completed the course.
- Booking system for our former Adult Learners to access appointments with Collyer's Careers Adviser.
- Utilising our Tailored Learning funding we were able to offer skills focused short courses within our former Adult Education provision during 2024-2025 in: Carbon Literacy, Understanding how children learn, ESOL and Maths Fresh Start.
- A Level Accounting successfully launched in September 2024 attracting 48 students.
- Transition Programme structure and content was reviewed and relaunched as the Foundation Programme with an increased number of qualifications to improve skills for progression to Level 3.

- New Head of L2 role created providing greater strategic focus and oversight for the Foundation Programme.
- New Personal Development Directorate established in 2024-25, bringing together staff responsible for the Tutorial Programme, Enrichment Programme, Student Voice, EDI, Careers and Work Experience under one line manager. The restructure increased strategic leadership capacity for Personal Development and facilitates greater collaboration around skills development.
- Team of Personal Development Tutors expanded providing capacity for growth and expansion of Personal Development activities and events within our Collyer's 360 Programme.
- Parent/Carer Information and Resources Platform redesigned and updated, providing new links to highlight information related to skills development and LMI.

Action Plan for 2025-26

	Intent	Implementation	Impact Measures	Timeline & Responsibility
1.	<p>Curriculum Development: 16-19 Provision</p> <p>Level 3: Successfully navigate defunding of AGQ courses and introduction of AAQs whilst: - maintaining a broad L3 offer which continues to equip our students with the skills and qualifications required for successful progression into the labour market. - minimising impact on student numbers and limiting impact on staffing.</p> <p>• Level 2: Maintain provision for L2 learners to ensure sufficient breadth and skills development to support successful progression to L3 study and/or training/employment, whilst navigating defunding of some existing L2 qualifications, and ensuring the programme continues to satisfy DfE's T-Level Foundation Year framework.</p>	<ul style="list-style-type: none"> Survey current vocational learners to gauge potential pattern of A Level preferences for future cohorts in light of predicted changes to AGQs and introduction of AAQs. Await the DfE Curriculum and Assessment review expected Autumn 2026 and remain sufficiently agile to offer replacement / new AAQ qualifications where appropriate. 	<p>Students enrolling in 2025 and 2026 onwards continue to have a broad and exciting offer which matches their interests and supports successful progression to higher education and/or training and employment.</p> <p>All Foundation learners have the opportunity to achieve a minimum of 5 GCSE equivalents as an aggregate of prior achievement and achievement during their Foundation year at Collyer's to support progression to skills related Level 3 study.</p>	<p>Summer & Autumn 2025 - Vice Principal (Curriculum)</p> <p>Summer 2025 Vice Principal (Curriculum), DoF Business</p>
2.	<p>Utilisation of immersive suite / integration into study programmes and staff CPD</p> <p>Expand the utilisation of the immersive suite for skills related student activities within the curriculum and enrichment programmes, and, for staff CPD.</p>	<ul style="list-style-type: none"> Hold a staff familiarisation and demo of the immersive suite capabilities. Encourage utilisation of the immersive suite for curriculum and enrichment activities for appropriate areas. Investigate BodySwaps software package more fully to support curriculum and enrichment areas. Continue to utilise BodySwaps situational module for Foundation Programme Skills Development Day. Implement at least one INSET / CPD activity during 2025-2026 for staff training utilising the immersive suite. 	<p>20 staff familiarised with immersive suite capabilities.</p> <p>At least 10 curriculum / enrichment uses of the immersive suite.</p> <p>Staff are appraised of BodySwaps capabilities for integration into curriculum / enrichment activities.</p> <p>Foundation students practice situational workplace skills.</p> <p>Immersive suite provides a more convenient and therefore more regularly used staff training facility.</p>	<p>Summer 2026 Vice Principal (Curriculum) / IT Manager</p> <p>January 2026 Director of Personal Development / Head of L2</p> <p>Summer 2026 Vice Principal (Curriculum)</p>

3.	<p>Progression Support</p> <p>Continue to develop our Careers Education, Information, Advice and Guidance (CEIAG) provision through the expansion of our Careers Advice Team and stronger collaboration with Chichester College Group (Crawley College).</p> <p>Extend Progression Pathways project to provide more tailored CEIAG for specific routes, to add to existing Pathways.</p>	<ul style="list-style-type: none"> Expand Careers Adviser capacity through training offer for existing junior staff and/or recruitment. Strengthen links with Crawley College through provision mapping and collaboration between Careers Teams around enrolment and progression <p>Expand Progression Pathways SharePoint site:</p> <ul style="list-style-type: none"> Continue to develop the Pathway content for Oxbridge, Conservatoires and Creative/Visual Arts. Develop additional Pathways for progression to Medical and Healthcare careers. Signpost large group lectures/events/Collyer's 360 activities aimed at specific pathways. 	<p>Access to 1-1 Careers Advice increases in line with college growth. Links between Collyer's and CCG improve signposting for Collyer's applicants who would be better served by the vocational offer at Crawley and for Collyer's leavers seeking vocational progression.</p> <p>Students are effectively signposted to enrichment activities, information and events to support their career aims and are well supported with progression applications and successfully progress to specialist destinations.</p>	<p>Summer 2025 Vice Principal (Pastoral) & Director of Personal Development</p> <p>Spring 2026 2024 Director of Progression</p>
4.	<p>Academisation</p> <p>Develop strong links between Careers Leads at The Forest School and Collyer's, as part of the academisation process (September 2025) and beyond. Utilise opportunities for collaborative strategic planning around skills development, work experience and progression support.</p>	<ul style="list-style-type: none"> Establish link meetings between Careers Leads at senior leader/director level and then at Careers Team level. Share details CEIAG practice at each institution to establish provision 'map'. Develop an action plan for future collaborative development across the two settings. 	<p>Ensure comprehensive and coherent CEIAG provision at each stage of a learner's 11-18 journey within the Horsham Learning Alliance.</p>	<p>Vice Principal (Pastoral) & Director of Personal Development Autumn 2025 - Summer 2026</p>
5.	<p>Stakeholder Engagement</p> <p>Ensure links with employers and other stakeholders are maintained and developed, increasing opportunities for learners to develop core employability, soft and transferable skills, alongside developing a strong understanding of Labour Market Information (LMI) and employer expectations. This will be achieved via:</p> <ul style="list-style-type: none"> Curriculum delivery Encounters with employers and education/training providers Work Experience (WEX) 	<ul style="list-style-type: none"> Maintain at least annual meetings between Heads of Subject and SRBs. Continue to develop Skills Week in June with all subjects providing presentations and/or set projects informed by liaison with Subject SRBs. Expand faculty-based careers festivals to cover all subject areas. Develop our CRM database recording all employer engagement activity (whole college, faculty and subject) utilising support from Faculty Administrators. Continue to increase student participation with meaningful, challenging and in-person WEX. 	<p>Skills gaps are addressed. All students engage with subject and faculty specific progression events and activities and learners are able to make educated links between employer/H.E. engagement and their own progression pathway plans.</p> <p>Participation in subject and faculty progression events and WEX enables students to make informed and aspirational career choices. Engagement with employers is recorded accurately to ensure the college has a clear picture of who our external partners are and the details of their collaboration with us.</p>	<p>Director of Personal Development and Directors of Faculty – June/July 2025 and June 2026</p>

Local Needs Duty

Collyer's is committed to providing a complete education for our students to allow them to develop into accomplished individuals who can offer the skills required for successful local, regional and national economies. Our broad curriculum offer is informed by local and regional demand and skills needs and will continue to evolve in response. Collyer's continues to work alongside other local schools and colleges to offer a curriculum that complements that which is available within a travel to learn distance. We recognise that skills development is not restricted to the curriculum but forms the bedrock of a high-quality personal development provision. Collyer's continues to develop strong links with local and regional employers to further develop our curriculum and personal development provision to meet skills needs.

This document alongside our Self-Assessment Reports and Quality Improvement plans outline the substantial year on year developments in providing our students with an education to meet skills needs.

Governing Body Statement

Collyer's Skills Working Party (SWP) reviewed Collyer's response to the Skills Act (2022) in 2024, to determine how well our curriculum and wider provisions meet local skills needs and to identify key actions for ongoing development. The wider Governing Body has maintained oversight through regular updates from the SWP at Quality & Curriculum Committee and Governing Body meetings and through discussion and challenge with stakeholders and senior leaders.

The Governing Body have concluded that Collyer's makes a **reasonable contribution to local and national skills needs**.

Our Accountability Statement can be accessed via Collyer's website under: [Key Policies](#)

Related Documentation

Local Skills Improvement Plan (LSIP)
College Financial Statements
College Strategic Plan 2023-26
College Self-Assessment Report & Quality Improvement Plan
Skills Development at Collyer's (*Mapping Exercise*)
Ofsted Inspection Report March 2025
Statutory DfE Guidance

Glossary of terms

AGQ	Applied General Qualifications
ALS	Additional Learning Support
AR	Augmented Reality
CSP	College Strategic Plan
CEIAG	Careers Education, Information, Advice and Guidance
EDI	Equality, Diversity and Inclusion
EHCP	Education and Health Care Plan
ESOL	English as a Second or Other Language
GFE	General Further Education
HE	Higher Education
LEP	Local Enterprise Partnership
LMI	Labour Market Information
LSIF	Local Skills Improvement Fund
LSIP	Local Skills Improvement Plan
ONS	Office for National Statistics
QIP	Quality Improvement Plan
SAR	Self-Assessment Report
SDF	Strategic Development Fund
SFC	Sixth Form College
SRB	Stakeholder Representative Board
VR	Virtual Reality
WEX	Work Experience