



Windsor Forest
Colleges Group (WFCG)

Annual Accountability Statement 2025-26



Our Vision

Our students will be recognised locally and nationally for their positive impact on the communities and industries in which they choose to work.

Our Purpose

To inspire our students to gain the skills, knowledge and behaviours they need to be resilient and thrive in an ever changing world.



Core Values



Excellence

A culture of creativity, high expectations, ambition and aspiration



Respect

Showing fairness, courtesy and mutual respect to each other and our environment



Integrity

Honesty, openness and trust at the heart of College life



Diversity

Celebrating diversity and inclusivity as a key to our success

1. OUR PURPOSE & STRATEGIC PLAN

The Windsor Forest Colleges Group (WFCG) strategic plan was approved by our governing body in June 2024. In March 2024, the group was given the grade of 'STRONG' by Ofsted in recognition of the strong contribution that the colleges in the group make to meeting local, regional and national skills.

Our purpose and curriculum intent are to inspire our students to gain the skills, knowledge and behaviours needed to fulfil their potential and successfully progress into the workplace, supporting economic growth and employer needs at national, regional and local levels. This approach supports the national priorities set out in the Skills England report, Industrial Strategy and the Plan for Change.

The college has five strategic priorities:

1. Growth - Expand provision with particular focus on 16-19 study programme, adults, apprenticeship & HE
2. High quality, always, everywhere – Deliver consistently high standards across all provision.
3. Personalised learning - Develop study programmes and learning experiences tailored to student starting points, aims and needs.
4. Alliances – Strengthen partnerships with employers, local authorities and communities.
5. Financial Resilience – Improve the financial health rating from 'RI' to 'GOOD' by Financial Year 2025.

The annual accountability statement incorporates the strategic aims of the group and maps against the LSIP and work of the Thames Valley Berkshire LEP, Surrey/ M3 and West London Local Skills Improvement Priorities (LSIPs). WFCG actively secures capital funding to support local and regional skills priorities, in recent years receiving capital funding for Green Skills, Aviation, Screen/ Creative Skills Industries and Agriculture. The group has secured Strategic Development Funding for Skills Bootcamps focusing on Green Skills within key priority industry sectors.

SKILLS STRATEGY



CAREER FOCUSED, INDUSTRY READY

Through strong partnership and collaboration, empowering people and businesses to develop the skills to succeed in our local and regional economy.

A skills hub that engages with students of all ages and backgrounds. Developing the competencies and skills to be industry -ready.

A skills hub that builds and develops our strategic partnerships with employers, local authorities, local providers, schools and higher education institutions to ensure fair access to excellent education, training, careers support and guidance.

A skills hub that provides opportunities for those who are looking to upskill, retrain or return to the workforce. Developing English, Maths and Digital Skills alongside industry ready programmes of learning.

1

Serving Our Communities

We provide accessible, high-quality education and training. We acknowledge the unique challenges and opportunities within each geographical area that we serve. Our programmes are designed to address the specific needs of our communities as detailed in our Annual Accountability Statement

2

Engaging with stakeholders

We work with employers, local councils and educational institutions to ensure that our curriculum is responsive to the skills demands of the economy. Our apprenticeship and vocational programmes, developed with employer input, target skills gaps in the identified (LSIP) priority areas.

3

Addressing Business and Economic Profiles

We understand the economic landscape of Berkshire, Surrey and the surrounding areas. Our provision in sectors such as health and social care, engineering, digital and technology, green skills and construction, life sciences, Screen/ Creative Skills Industries, land-based provision, travel and aviation are designed to meet the major economic skills needs in our region. Our commitment to offering pathways for both young people and adults ensures a skilled workforce that meets current and future demands.

4

Skills Priority Target and Actions

We have set clear targets and actions for each skills priority area, aiming to enhance curriculum planning, offer progression routes and utilise strategic funding to develop resources that support the delivery of high-quality education. Examples of this can be seen in the development of Screen/ Creative Skills Industries, and facilities, Green Retrofit, AI skills courses and Digital Skills. Our initiatives are focused on ensuring that students and apprentices are equipped with the qualifications and skills needed for successful careers in their chosen fields.

Our Next Steps

We will continue to develop and refine partnerships with industry and higher education institutions to ensure curriculum relevance and alignment with emerging trends.

We will continue to invest in state-of-the-art facilities and technologies that enhance real world and industry current learning experiences for students.

We will expand initiatives focused on sustainability and environmental stewardship to prepare students for careers in green industries.

We will strengthen outreach and support services for underrepresented and disadvantaged groups to ensure broader access to vocational education and training opportunities.

2. OUR COLLEGES AND THE COMMUNITIES THAT WE SERVE

Windsor Forest Colleges Group (WFCG) is comprised of four separate colleges. There are two sixth form colleges: Strode's College in Egham, Surrey, and Windsor College in Berkshire. There are also two further education colleges: Berkshire College of Agriculture (BCA), a specialist Land-based college in Maidenhead, and Slough & Langley College, in Slough, Berkshire. Collectively we serve the communities of East Berkshire, West London, North Surrey, South Buckinghamshire and South Oxfordshire. As such we are working collaboratively with the LSIPs for Berkshire & Oxfordshire, Surrey and London.

Slough & Langley College

Slough & Langley College, an FE College serves the communities of East Berkshire and West London. The travel to learn patterns are tight with most of our students coming from Slough and West London. Most of the local wards are classed as areas of high deprivation. The College has outreach centres in West London, Slough and Maidenhead for the provision of ESOL and essential digital skills. The district of Slough has 72.6% ethnicity (ethnic minority groups), 34% of the population only have a Level 1 or no qualification. Language skills are a significant barrier to learning and parental/carers participation.

BCA

BCA is a specialist Land-based college serving East Berkshire, South Buckinghamshire and South Oxfordshire. In addition to the land-based specialism, the college has an outstanding reputation in the region for the training, education and support that we provide to young people and adults with learning difficulties. The college runs a dedicated transport system which allows for a wide travel-to-learn pattern supporting the important land-based regional provision. The districts served have a mainly white ethnicity of 85%. BCA currently has 296 16-19 students from low-income households.

Strode's College

Strode's College is situated in Egham, northwest Surrey. From September 2025 the college will offer a wide range of Level 2 courses alongside its traditional Level 3 programmes for full time 16–18 year old students and professional courses for part-time adult students. It serves the boroughs of Runnymede and Spelthorne but also attracts a considerable number of students from neighbouring London Boroughs, Surrey and Berkshire.

Windsor College

Windsor College is a thriving post-16 college offering a range of post-16 vocational and academic qualifications that provide a popular alternative to the school sixth form provision in the area. In July 2024 the college benefited from a significant Local Skills Improve Fund grant to support the purchase and installation of state of the art screen industries technology. This has allowed Windsor College to further develop its expertise and specialisms in the creative sector.

3. OUR KEY STAKEHOLDERS

The group works closely with its key stakeholders and partners to ensure that it meets local, regional and national skills. Our vocational programmes, co-designed with local and regional employers, ensure our students gain valuable industry placements and stay current with employer demands. In our Land-based, Green Skills and Screen Industries Academies, students access industry-standard technology, essential for skill development. We coordinate our Sixth Form (SF) and Further Education (FE) offerings to provide clear, non-duplicative learning paths, tailored to specific regional needs.

Our apprenticeships, HE and adult education programmes are developed with employer input, targeting skill gaps in key areas. Strong partnerships with stakeholders and other colleges enhance our community impact. WFCG continuously expands its range of programmes in priority sectors, including a specialist training brand for short courses and apprenticeships in green skills, retrofitting, digital, the screen / creative skills industries and land-based provision.

3. OUR KEY STAKEHOLDERS

The group continues to work closely with a range of key stakeholders to achieve our strategic objectives, these include:

- Slough Borough Council
- The Royal Borough of Windsor & Maidenhead
- Surrey County Council
- Buckinghamshire County Council
- The Federation of Small Businesses (Thames Valley)
- The Thames Valley Chamber of Commerce
- Our local Councillors and MPs
- The Berkshire Principals' Group
- The West London Principals' Group
- The Virtual Schools
- Frimley Health Foundation Trust
- Learning to Work
- Slough Secondary Schools
- Thames Valley Police

Universities

We work closely with several universities both in the planning and delivery of our undergraduate degree programmes and in preparing students for progression to further study. These include the key stakeholders listed:

- University of West London
- Reading University
- Royal Holloway University London
- Bucks New University
- Pearson (HND)
- University for the Arts London
- St Mary's University

This year, we will be working with colleges across the Thames Valley Region to develop a skills prospectus in advance of the proposed devolution. Our established regional partnership, which began in 2021, brings together colleges across the wider Thames Valley to collaborate on addressing skills needs and shaping individual college priorities. Locally, this includes Activate Learning (Reading and Bracknell Colleges) and Newbury College in Berkshire. The partnership also extends across Oxfordshire, involving Activate Learning (Oxford and Banbury), The Henley College, and Abingdon & Witney College.

4. OUR APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

Our accountability statement is developed through:

- Engagement with Employer Representative Bodies (The Thames Valley Chamber of Commerce) and Local Skills Improvement Plans.
- Collaboration with local employers, providers and stakeholders to ensure that our provision meets local, regional and national skills needs.
- Use of the FE provider dashboard data to assess student outcomes and performance against strategic objectives.
- Consultation with stakeholders such as local councils, MPs, employer groups and regional partnerships.

The group continues to play a leading role in strategic skills planning, working collaboratively with other providers to align curriculum planning and address barriers to participation. There are several areas where this has resulted in the removal of unnecessary duplication, such as Heavy vehicle engineering, e-sports and catering programmes of study. Importantly, this approach has improved pathways for learners across the region.

WFCG will use the FE provider dashboard alongside other data sources to:

- Track learner outcomes and ensure continuous improvement
- Support curriculum planning and strategic conversations with the Department for Education
- Inform our annual strategic conversations with the DfE, LSIP stakeholders and the Further Education Commissioner

5. BUSINESS AND ECONOMIC PROFILE

OUR REGIONAL LANDSCAPE

Thames Valley Berkshire

- Significant sectors: professional, scientific & technical, ICT, wholesale/retail and business & support service
- SMEs account for 99% of businesses
- Tight and tightening workforce, being exacerbated by an ageing workforce, increase in economic activity and shifts in working patterns
- Higher than average projected employment growth, driven by professional jobs
- Number of people educated to level 3 and above higher than national average
- Increase in screen/creative skills industries/creative jobs resulting from new film studios opening in area

Surrey

- Significant sectors: construction, financial, insurance, ICT, science & technical and professional
- 27% more productive than average, driven by high concentration of digital & professional services jobs
- 23% higher jobs than average in green sectors
- High skills & low unemployment have caused a tight labour market

The importance of Slough's economy

Slough has experienced significant economic growth, attracting businesses across many sectors. The town has become a hub for industries such as information technology (including data centres), pharmaceuticals, logistics, and manufacturing. This growth has contributed to increased job opportunities and investment in the area.

- Berkshire has the highest concentration of foreign-owned companies of all LEP areas. Of these companies Slough has the greatest proportion of employment in EU-owned companies. Proximity to Heathrow is key to this success.
- Slough's largest employers in terms of number of employees include GSK (includes an office in Maidenhead), Royal Mail and NHS (in various locations across Berkshire).
- The Slough Trading Estate is Europe's largest trading estate in single ownership (SEGRO) and is home to 221 occupiers including DHL, Mars and Lonza.
- Recent relocations into Slough have included Octopus Energy and Getir (the pioneer of ultra-fast grocery delivery). Bray Film Studios received planning consent for the next phase of expansion of its historic film studios with plans for new state of the art studio facilities and nearly 3,000 permanent jobs.

The importance of West London

For Slough & Langley College, it is important that skills priorities are considered in the context of the surrounding areas of West London. Areas such as Uxbridge, Hounslow, and Ealing serve as a significant source of employment for Slough residents. West London and Slough share a symbiotic relationship, with each area contributing to the other's economic, social, and cultural vitality. Commuting, business, education, healthcare, and lifestyle considerations all play a role in the importance of West London to Slough and vice versa.

Heathrow Airport

Heathrow Airport plays a pivotal role in the economic vitality of the region and is a crucial factor for businesses based in Slough that rely on logistics and international trade.

The work of the Local Skills Improvement Plan (LSIP) has identified a number of common themes across the region that the college group serves.



Engineering

Analysis of the LSIPs has identified an engineering mega-trend.

As automation and changes in other sectors due to increasing technology gather speed, the need for engineering specialists will increase exponentially.

Master and technician level skills will be in great demand across many sectors.

Additional digital skills will be key here, drone skills, sensors, 3D printing and CAD.



Land-Based

The land-based sector is facing a revolution in farming and horticultural methodology in the next few years.

Automation, the need for more efficient food production, and conservation/environmental legislation requirements will radically change approach and subsequent skills needs.



Delivery and assoc challenges

FE workforce cannot compete with industry on salaries

Employers do not understand or are not aware of the post-19 offer, and many do not find apprenticeships easy to navigate

CIAG employer engagement is limited.

Lack of digital skills in all programmes - should be embedded in almost everything

Government offer is not meeting employers need in post-19 space.

Contribution to National, Regional and Local Priorities

Below are the priorities from the LSIPs in each of the regions in which we operate alongside the identified national skills priorities. When designing our curriculum with employers we seek to ensure that the skills required by the sectors below are delivered through our provision.

The college group supports the emerging priorities outlined in the Greater London Authority LSIP, through a contract to deliver adult learning. Here we continue to focus on the cross-cutting themes of digital skills, green skills, transferrable skills and labour market inclusion.

Berkshire	Oxfordshire	Surrey/EM3	National
Screen/Creative Skills Industries	Hospitality and Visitor Economy	Health and Social Care	Construction
Construction and Built Environment	Construction and Built Environment	Aerospace, Space and Satellite	Manufacturing
Health and Life Sciences	Health and Life Sciences	Animal Health and Life Sciences	Digital and Technology
Care	Care	Creative, including Creative Technology	Health and Social Care
Transport and Logistics	Manufacturing (Science and Innovation)	Construction	Haulage and Logistics
Digital (ICT)	Transport and Logistics	Advanced Manufacturing and Engineering	Engineering
Transferable Skills; Business, Professional and Administration; Leadership and Management; Skills Net Zero and digital	Digital (ICT)	IT	Science and Mathematics

Demographic growth in 16-24 provision

In Berkshire, the number of 16–24year-olds is expected to increase by circa 2% year on year for the next 3 years. The comparable demographic growth for Surrey is 0.2%, Buckinghamshire 3.4% and West London 9.1%

Office for National Statistics (ONS) Population Growth 16/17 year olds

	2022 Pop	Peak yr	Peak no	2024	2025	2026	2027	2028	2029	2030
Buckinghamshire	13992	2027	1565	1135	1463	1543	1565	1473	980	445
Slough	4384	2028	875	523	536	668	833	875	858	841
Hillingdon	7498	2029	1581	462	590	652	869	1278	1581	1574
Runnymede	1821	2028	223	189	218	165	179	223	154	144
Wokingham	4458	2027	836	532	710	777	836	818	690	397
West Berkshire	4153	2024	210	210	113	59	152	74	-52	-210
Windsor and Maidenhead	4360	No growth	0	-203	-343	-239	-256	-303	-480	-665

	Aged 0-15	Aged 16-64	Aged 65+	All Ages
Bracknell Forest	-2,029	-903	+5,655	+2,727
Reading	-2,845	-754	+5,034	+1,437
Slough	-4,791	+186	+4,177	-423
West Berkshire	-3,392	-5,328	+7,426	-1,347
Windsor & Maidenhead	-3,112	-2,846	+6,473	+514
Wokingham	-2,218	-2,154	+7,346	+7,284

Population projections in local authorities in Berkshire 2025-2035.

Source: ONS Population Projections.

6. LOCAL NEEDS DUTY STATEMENT

In compliance with the Local Needs Duty, WFCG undertakes a full review of provision every three years, this results in the Curriculum Strategy which is approved by the Board of Governors. This process ensures that our education and training meet the needs of local employers and communities and that we collaborate effectively with other providers to address skills gaps. The 2025-26 statement reflects key outcomes from our latest review, including:

- Expansion of employer-led provision in priority areas
- Strengthening of apprenticeship pathways
- The development of direct entry onto college programmes of study for 14-16 year olds
- Investment in industry-standard facilities to support curriculum growth and development

Our strategic plan has been developed in consultation with our key stakeholders. The accountability plan maps across the strategic plan to support the work that we do with our employer stakeholders. Our strategic plan sets out a wide range of goals with clear accountability. These included our civic and community responsibilities as well as capital and people investment plans and objects to improve our environmental sustainability.

At Windsor Forest Colleges Group (WFCG), we offer a diverse array of programmes in priority sectors, constantly expanding our scope. We've launched specialist training brands, including Land-based Training, Green Skills, and, with recent LSIF investment, Screen/Creative Skills Industries. These brands facilitate short-course commercial training, addressing needs in green skills, retrofitting, digital, and land-based disciplines.

Cross-cutting themes of Leadership and Management, Digital and Numeracy are embedded into AEB provision as well as in the personal development for the 16-18 learners. WFCG deliver Multiply for four local boroughs with a range of engaging programmes to upskill 19+ learners.

Local Skills Improvement Plan (Priorities)

Skills priorities as identified by the Berkshire and Oxfordshire LSIP, West London LSIP, Surrey LSIP (May 2023)

SKILLS PRIORITY	NATIONAL REGIONAL LOCAL	OUR CONTRIBUTION TO MEETING THE SKILLS PRIORITIES (all curriculum programmes include English, Maths & Digital skills)
Health & Social Care	NATIONAL REGIONAL LOCAL	<p>The Group offers a broad range of academic and vocational courses from L1 to L6 providing students with qualifications and progression pathways to all health care sectors including adult social care.</p> <p>WFCG offers the T-Level in Health & Social Care to meet local skills' needs.</p> <p>Access to specialist facilities such as a dedicated Health Sciences Centre, laboratories and hospital room enables students to develop required skills and knowledge. Local and regional employers work closely with curriculum teams to support students in developing identified skills through activities such as our dementia café programme with the Alzheimer's Society, industry placements and care certificate.</p> <p>Apprenticeships provision is focused on residential care which fulfils the local need in our area.</p> <p>HE and Access to HE courses offer adult learners progression pathways into and access to higher level skills in health and social care</p>
Haulage & Logistics	NATIONAL REGIONAL LOCAL	<p>WFCG offers motor vehicle & engineering programmes from Entry Level 3 through to Level 3.</p> <p>The group is helping to deliver the Strategic Development Fund's project through providing short courses to upskill the local workforce to meet the identified skills gaps.</p> <p>WFCG provides short courses to local employers utilising industry standard equipment and have been supported by significant investment through the Strategic Development Fund (SDF) to enable curriculum teams to offer short courses to employers seeking to upskill current employees. This has enabled curriculum planning and design to be influenced by key stakeholders in the industry and increase the volume of industry placements available to students improving our student outcomes.</p> <p>Apprenticeships in motor vehicle and engineering in both light and electric vehicle and heavy goods vehicle occupational standards offer progression routes for our full time FE learners. Apprenticeships currently in planning with employers include logistics, aviation and warehousing with Heathrow Airport.</p> <p>Slough & Langley College offers the level 3 Team Leader apprenticeship standard to support employers with developing their continuous improvement talent pipeline in line with the Oxfordshire and Berkshire draft LSIPs findings.</p>

7. HOW WE MEET LOCAL, REGIONAL AND NATIONAL SKILLS NEEDS

Digital & Technology	NATIONAL REGIONAL LOCAL	<p>Slough & Langley College offers IT provision designed to develop the skills needed to progress into cyber security and software industries. Students can choose to progress on to the level 4 ICT practitioner apprenticeship to further develop their skills in industry. Slough & Langley College will commence delivery of level 2 E Sports from September 2024 broadening the scope of the current IT provision to attract students interested in opportunities within the creative technology industries.</p> <p>The wider curriculum across the Group incorporates digital skills and business skills and education for sustainable development. For example, construction students learn about the impact of digital technologies on their sector as part of a 'Digital Construction' project with the Career Colleges Trust. The Digital Construction project links staff and students to an employer board that provides industry specific guidance on the digital tools used in the rapidly evolving construction sector. In agriculture, learners will benefit from a partnership with Haynes Agriculture, providing access to and use of new and emerging technologies within the industry including telematics and isobus equipment which allows for collection and analysis of data to optimise farming operations.</p> <p>Apprenticeship provision includes local needs such as data analyst, digital marketer and infrastructure technician. The adult focus is on statutory entitlement to digital skills as well as focussed 'Prep Up to' courses for retraining and upskilling 19+ learners.</p> <p>Students in animal management take part in industry leading research using up-to- date technologies to support an increase in biodiversity at BCA in line with national needs. Alongside this agricultural engineering students have access to the latest technologies through the funding received from the Strategic Development Fund to ensure that graduates can support the industry in its journey to Net Zero.</p> <p>A level Computer Science and BTEC Level 3 in IT deliver progression into digital and technology careers as do our A levels in Graphic Design, 3D Design and Business.</p>
----------------------	-------------------------------	--

7. HOW WE MEET LOCAL, REGIONAL
AND NATIONAL SKILLS NEEDS

Construction & Retrofit	NATIONAL REGIONAL LOCAL	<p>The Group has growing relationships with a wide range of construction and building engineering employers including Mears and Octopus Energy. The SDF investment has enabled curriculum managers to design programmes to support both new entrants to the market as well as upskilling current employees. Courses include air source heat pump training and solar panel installation.</p> <p>Apprenticeship provision includes the traditional trades as well as planning with employers for the new low carbon technician and corporate responsibility and sustainability practitioner.</p> <p>We continue to work with our employers to develop the emerging retro fit industries and apprenticeships. Students from across the construction, built environment and building services engineering curriculum areas undertake extensive industry placements in these sectors. The college operates a number of successful Skills Boot Camps in 'green skills' technologies.</p>
Life Sciences	REGIONAL LOCAL	<p>A level science programmes and BTEC L3 applied science across the college group deliver progression routes into a range of life sciences careers supported by industry placements and strong links to HE providers and employers.</p> <p>Level 3 NQF animal management, equine, health and sports science programmes include a wide variety of life science subjects and give students an excellent grounding in the core science principles required to be successful at university and to progress into a wide variety of health, microbiology and health science careers.</p>
Screen/Creative Skills Industries	REGIONAL LOCAL	<p>Vocational and A levels in art & design provide students with a range of pathways to develop knowledge and skills for the Screen/Creative Skills Industries. Art & design practice and A Level 3D design develops skills in prop making, mould making, casting, sculpture scale construction and model making whilst costume design is delivered within our L3 Fashion, Interiors and 3D Design course. L2 and L3 hair and make-up effects for film and theatre prepare students in using hair, wigs, make-up and prosthetics.</p> <p>Vocational courses in creative and digital media equip students with skills in pre and post-production and special effects (SFX) lighting and sound. Our partnership with industry provides students with guidance and training on the use of cameras, sound and virtual production.</p>

7. HOW WE MEET LOCAL, REGIONAL
AND NATIONAL SKILLS NEEDS

		<p>A Levels in creative subjects including drama, music technology alongside vocational courses in music performance, dance and performing arts provide alternative pathways into the Screen/Creative Skills Industries offering students experience in performance, stage management and technical aspects of theatre.</p> <p>Students benefit from access to L4 foundation courses in art and design, creative media and performance. These enable students to further develop their knowledge, skills and experience including technical and production practice and storyboarding enabling them to successfully progress into the Screen/Creative Skills Industries.</p> <p>Strong relationships with external providers including The Old Court Theatre in Windsor and a growing relationship with the creative and digital arts department at Royal Holloway University London (RHUL) support students in developing skills and an understanding of progression pathways and opportunities within these industries.</p> <p>Apprenticeship provision for 24-25 includes two apprenticeships: content creator and creative venue technician.</p>
Specialist Land based Provision	REGIONAL LOCAL	<p>Berkshire and Oxfordshire have vibrant farming communities, the agriculture provision at BCA has been developed with the requirements of this community directly. Local farmers have been working alongside the college for several years helping us to develop our curriculum in livestock and crop production. Students have access to numerous employers, many of whom support the college through providing equipment and expertise through co delivery and industry talks. Students utilise these contacts to complete industry placements where they progress successfully into the industry. The recent SDF investment in agricultural technology has enabled BCA to invest in specialist facilities including an electric tractor and tractor driving simulator. These facilities are used to ensure that students are leaving the college with the skills required within the sector. Partnerships with local employers has also benefitted learners by providing training on industry required skills and tickets that fall outside of the standard curriculum including tractor driving and telehandler qualifications.</p> <p>Other niche markets in the local area include the ever-growing sport horse and horse racing industries as well as the veterinary science sector. BCA has excellent links in these sectors and has a long-standing history of supplying new talent to the local businesses in Berkshire, Oxfordshire and Surrey as well as progressing a large number of students into Higher Education provision nationally.</p> <p>Landbased Training and Green Skills Academy provide specific industry competency accreditation and courses required by local, regional and national employers for adults and apprentices.</p>

**7. HOW WE MEET LOCAL, REGIONAL
AND NATIONAL SKILLS NEEDS**

Hospitality and Visitor Economy	REGIONAL LOCAL	<p>The college group is based in the locality of numerous tourist destinations e.g. Windsor and Heathrow Airport. Across the group we have developed a range of courses to meet the needs of local people and employers. Skills Boot Camps in aviation have been incredibly successful with some courses boasting a 100% success rate when completing students were interviewed by local aviation firms e.g. EasyJet. The college's Travel and Tourism provision continues to grow, the new aviation suite at Slough & Langley that replicates industry-standard training facilities enables learners to be fully prepared for industry during their time studying at the college.</p> <p>Local hospitality and travel and tourism companies are strong supporters of our Foundation and Adult Learning for Independence and Employment (ALFIE) curriculums. Many of these employers take supported interns and work experience students from these provisions and help the college to successfully transition these learners into the job market.</p> <p>The apprenticeship provision is expanding to include L2-L4 routes for each tier of the industry. Adult funded courses, L2 and L3 entitlement as well as non-regulated routes have been planned to support the skills shortage and provide skilled staff.</p>
Manufacturing and Innovation	NATIONAL REGIONAL LOCAL	<p>Slough & Langley College's engineering provision has well established roots with apprenticeship employers across Slough. The curriculum has been designed in collaboration with our employers to ensure key skills are developed allowing our students and apprentices to undertake additional training via our short course provision.</p> <p>The full time FE engineering curriculum offer is broad and allows students to have a choice of progression routes at Level 3 that align to local industry need. Students can choose a practical manufacturing route, learning advanced machining and programming skills or an academic route that will enable progression into university and support them to be successful in Computer Aided Design (CAD) and engineering service roles in the future.</p>

All areas above are considered to be priorities across the three LSIPS

8. HOW OUR CURRICULUM MEETS THE WIDER NEEDS OF OUR LOCAL AND REGIONAL COMMUNITIES

COMMUNITY NEED	OUR CONTRIBUTION TO MEETING LOCAL NEED
Supporting older workers	<p>We offer a range of professional, vocational and academic courses which support older workers in gaining skills and qualifications enabling them to progress in their current employment or change pathway to meet local and regional needs.</p> <p>English, Maths and Digital Skills. AAT, Counselling, Teacher Training; Access and Degree qualifications (Business, Health and Social Care, Nursing and Education); Green Skills, Construction, Hair and Beauty, Royal Horticultural Society (RHS).</p> <p>Skills Network funding for retraining and upskilling.</p> <p>We work with Job Centre Plus (JCP) on a range of initiatives to train over 50 learners in the local community, including conferences such as 'Inspiring Women' and Recruitment cafes involving employers.</p>
Supporting adults and young people with additional learning needs	<p>Across FE, we have students with additional needs across all curriculum areas as well as discrete provision Foundation Learning at Slough & Langley and BCA.</p> <p>Our Foundation Learning courses start from Entry Level 1 up to Level 1, and all have a focus on developing independence and preparation for adulthood. We currently have students accessing our courses from 14 Local Authorities.</p> <p>We have two Foundation departments, one at BCA and one at Slough & Langley, with 210 students across both sites. We also run a range of short courses for adults with disabilities called Adult Learning for Independence and Employment (ALFIE). ALFIE staff work with local communities including day centres and adult social care. Our courses are regularly full and in the past 2 years we have almost doubled our ALFIE offer. We plan to continue to grow both specialist areas across FE so we can meet the local need.</p>

**8. HOW OUR CURRICULUM MEETS
THE WIDER NEEDS OF OUR LOCAL
AND REGIONAL COMMUNITIES**

COMMUNITY NEED	OUR CONTRIBUTION TO MEETING LOCAL NEED
Supporting adults and young people for whom English is a second language	<p>We teach English as a second language to 16 to 18 year-olds as part of a study programme, which also includes ICT and maths. Adult learners study on average 5 hours a week.</p> <p>As part of our curriculum development, we offer ICT lessons to our adult learners as well as a 'Living and Working in the UK' qualification, as we understand that to help our learners integrate into the society, and find better jobs, we need to equip them with more than English lessons. ESOL learners take part in our 'Prep up to' and 'Step up to' provision to allow them skills to access higher education and improved job opportunities.</p>
Supporting asylum seekers and refugees	<p>We have a specialist provision for asylum seekers and refugees, both at the hotels they are housed in and within our campuses. ESOL, Multiply, Digital Skills programmes are offered as well as courses in Living and Working in the UK and Employability skills. The provision includes families, and we have created workshops including 'Grow and Cook' and local treasure hunts.</p> <p>Within our Slough & Langley campus, we have a nominated safeguarding lead and pastoral tutor working with our unaccompanied asylum seekers (under 18). These members of staff advocate for our learners and attend regular meetings with multi-professionals to ensure students' needs are being met and they are making good progress with their studies. We currently have 89 looked after children, 79 of them are unaccompanied asylum seekers (UASC).</p>
Supporting rural communities	<p>Our specialist land-based provision at BCA is well respected within the local community. Senior staff at the college attend local council rural forums to ensure that all parties can engage in meaningful discussions about how the college can support the local rural community with achieving their future plans for the rural economy. The college takes part in environmental surveys and is supporting the local community council rural forum in meeting its net zero targets. The departments are establishing relationships with local charities such as the Soil Association to ensure implementation and demonstration of sustainable practice and high welfare standards.</p> <p>Our curriculum is designed in conjunction with our local farming network who work with the college to ensure our students are exposed to the most up to date equipment and farming practices.</p>

9. SKILLS PRIORITY TARGETS AND ACTIONS

Skills Priority	Aim/Action	Outcome/Impact
Health & Social Care	<p>Use LSIPs to help shape curriculum planning</p> <p>Offer pathways for adult learners to upskill through development of Pre-Access to Working in Health & Social Sciences and Foundation Degree in Professional Practice in Health & Social Care.</p> <p>Use funding from T Level Specialist Equipment Allowance grant to support development of resources</p>	Continued offer of a broad range of courses from L1 to L5 which meet national, regional and local Introduction of T-Level in Health (supporting the adult nursing team) from September 2024 to provide students with qualifications to progress directly into NHS roles an social care.
Haulage & Logistics response	<p>Develop apprenticeship and adult routes into local and regional employer need.</p> <p>Increased focus and curriculum including the cross-cutting themes of Leadership and Management, Digital Skills, transferrable employability and net zero economy.</p>	<p>Apprenticeships from L2 to L4 in Logistics and Warehousing. Involvement of stakeholders such as Heathrow Airport in creation and delivery of Aviation Customer Service, Corporate Responsibility and Sustainability Practitioner, Ground Controller and Cabin Crew.</p> <p>Adult skills provision in regulated and non-regulated provision in both haulage and logistics as well as the cross-cutting themes.</p>

**9. SKILLS PRIORITY
TARGETS AND ACTIONS**

Skills Priority	Aim/Action	Outcome/Impact
Screen/Creative Skills Industries	<p>In collaboration with partner LSIP colleges, map out a curriculum that incorporates, apprenticeships and T Levels to support the development of career pathways into the screen and associated industries.</p> <p>Offer pathways for adults to upskill through the development of short course provision.</p> <p>From September 2024 Windsor College commenced delivery of an employer led curriculum for the Screen/Creative Skills Industries.</p>	<p>Introduction of T level provision with associated capital funding to support the development of cross cutting provision at Windsor College.</p> <p>Apprenticeships from L2 to L7 in all provision areas to support the screen industry sector.</p> <p>Adult skills provision in regulated and non-regulated provision.</p>
Digital & Technology	<p>Increase the essential digital skills offer to ensure that all adult learners at the college are improving their digital literacy to increase their employment opportunities</p> <p>Develop skills bootcamps and free courses for jobs opportunities to increase the number of students graduating with skills in networking, programming and cyber security.</p> <p>Develop a CPD and recruitment plan to strengthen the teaching team's ability to deliver courses that support the needs of local business in these subjects.</p> <p>Apprenticeship digital offering Data Analyst, Digital Marketer, Infrastructure Technician.</p>	<p>Increased adult learner participation in essential digital skills courses to improve the economic prosperity and future participation in lifelong learning of adults.</p> <p>Increased offer of digital and technology apprenticeships for local stakeholders.</p>

**9. SKILLS PRIORITY
TARGETS AND ACTIONS**

Construction	<p>Increase the volume of apprenticeships available to young people through continued development of relationships with employers in the sector and engagement with LSIPs events.</p> <p>Offer upskilling and reskilling opportunities for adults through skills boot camps and free courses for jobs by ensuring resource utilisation covers evenings, weekends and holidays to increase opportunities for those adults in low paid work. Increased focus on Women and over 50 learners, upskilling and reskilling the sector.</p> <p>Focus on low carbon and sustainable apprenticeships.</p>	<p>Increased adult participation in construction free courses for jobs at L2 and L3.</p> <p>Introduction of a L4+ apprenticeship offer for construction workers to enable lifelong learning for our local communities.</p>
Engineering and manufacturing	<p>Improve the colleges facilities and resources through the T Level capital build fund and Specialist Equipment Grant to offer the occupational specialisms outlined in the LSIPs as in demand.</p> <p>Develop a CPD and recruitment plan to strengthen the teaching team's ability to deliver courses that support the needs of local business in these subjects.</p>	<p>Offering engineering T Levels from September 2026 with industry standard resources.</p>
Science and Mathematics	<p>Improve the colleges' facilities and resources through the T Level capital build fund and Specialist Equipment Grant to offer the occupational specialisms outlined in the LSIP as in demand.</p>	<p>Introduction of T Level from September 2025 with industry standard resources.</p>

Corporation Statement

On behalf of The Windsor Forest Colleges Group, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives approved by the corporation at their meeting on 27th March 2025.



Chair of Governors
Jo Croft

Dated: 27th March 2025



Group Principal/Chief Executive and Accounting Officer
Gillian May

Dated: 27th of March 2025



windsor-forest.ac.uk