

COLLEGE ACCOUNTABILITY STATEMENT 2026-27

1. Purpose and Intent

An outstanding general further education college, delivering exceptional education and training that equips learners with the skills, confidence, and qualifications employers need now and in the future. Working in close collaboration with industry and community partners, to drive economic growth, social mobility, and opportunity for all.

2. Context and Place

Stockton Riverside College, as part of the Education Training Collective, delivers a diverse curriculum, including study programmes for young people, adult learning, apprenticeships, Higher Education and employer responsive courses with specialist provision in Health and Care, Creative Arts and Construction.

Located in Stockton-on-Tees, at the heart of the Tees Valley, the College serves a diverse community. The Tees Valley has a population of approximately 713,000.

The Tees Valley economy supports around 302,000 jobs and contributes £18.9bn in GDP, with strengths in clean energy, chemicals and process industries, construction, health and social care, and digital industries. However, the area continues to experience lower productivity, lower qualification levels and lower employment rates than national averages; only 56% of residents aged 16–64 hold Level 3 qualifications compared with 61% nationally, while employment rates remain below the UK average. Health inequalities and deprivation also affect participation and progression.

From 2018-2023, jobs increased by 5.6% in the Tees Valley local authorities from 258,244 to 272,651. This is less than the national growth rate of 6.5%.

22.1% of the Tees valley residents possess a degree or equivalent qualification or above. This is 11.5% below the national average of 33.6%. 9.2% of residents have no formal qualifications.

School performance in Stockton-On-Tees is just below the national average, though a number of the main feeder schools to Stockton Riverside College have significantly underperformed for several years.

Tees Valley LSIP priorities identified in 2026 are:

- Advanced manufacturing
- Bio and life sciences
- Chemical and process
- Clean energy
- Construction
- Digital and Creative

Cross cutting skills:

- Creating opportunities
- Apprenticeships and placements

Provision at the college is shaped by labour market intelligence, employer engagement and progression and destination information. The curriculum works to ensure all learners develop the skills needed for technical competence, progression and/or employment with a strong emphasis on inclusion, widening participation and social mobility. This aligns closely with the Tees Valley Strategic Economic Plan and LSIP focus on education, employment and skills as drivers of inclusive regional growth.

Stockton Riverside College places strong emphasis on inclusion, widening participation and community and employer engagement. The College provides extensive learner support services, SEND provision, mental health and wellbeing support, financial assistance and flexible adult learning opportunities designed to improve access, retention and progression. Stockton Riverside College is a College of Sanctuary, recognised as a college that goes above and beyond to foster a welcoming, safe and supportive environment for asylum seekers and refugees. The college has well developed and high-quality provision including Foundation Learning, Supported Internships, ESOL, King's Trust and NEETS programmes, designed to support re-engagement and inclusion.

Curriculum reforms at post 16 at Level 3 and Level 2, provides opportunities for the college. The college intends to include T Levels, V Levels and A Levels, as well as both Foundation and Occupational Certificates at Level 2 in future curriculum developments.

3. Approach

This College Accountability Statement has been developed in line with the strategic objectives of the Education Training Collective and informed by local, regional and national skills priorities. Key priorities and target outcomes have been identified through ongoing engagement with employers, stakeholders, learners and staff, alongside analysis of labour market information, learner performance data, attendance, progression outcomes and regional economic priorities.

Consideration has been given to the Tees Valley Local Skills Improvement Plan (LSIP), in particular the identified growth sectors of life sciences including health, Construction and Digital and creative. Employer feedback and industry engagement continue to play a significant role in shaping provision, ensuring programmes remain relevant, responsive and aligned to workforce demand.

The Education and Training Collective are the Tees Valley spoke for the North-East Construction Technical Excellence College, providing us with opportunities to develop skills, provision and strengthen partnerships with external stakeholders.

4. 2026/27 Objectives

Priority	Target 26/27	LSIP Sector Priorities							Source of Priority:
		1	2	3	4	5	6	7	
Technical Excellence Develop and expand provision for the construction sector as part of CTEC spoke.	Additional two study programmes and full adult offer available to prepare learners for current and future careers in the construction sector. Increase apprenticeship numbers in construction by 20%. Expand the number of employers actively involved in curriculum design and delivery by 50%.					✓		✓	National Regional Strategic
English and Maths Improve English and Maths delivery to remove barriers to progression and raise achievement.	Raise attendance to within 5% of main programme for study programme learners. To improve English and Maths average progress scores from -0.11 (English) and -0.27 (Maths) to at least -0.08 and -0.23.		✓			✓	✓	✓	National Strategic
Employer led curriculum Design and develop a suite of bespoke qualifications and training packages to meet the growing skills needs of the Health and Care sector.	Introduction of a range of modules at Level 2, 3 and 4, designed with input from employers.		✓					✓	National Strategic
Teaching and Learning Deliver exceptional teaching, learning and assessment, embedding the Etc. pedagogy that secures exceptional achievement and is grounded in research.	Increase the proportion of teaching and learning judged to be strong or exceptional to above 90%. 100% of curriculum staff to participate in professional development.	✓	✓			✓	✓	✓	Strategic

LSIP Sector Priorities Key

1. Advanced Manufacturing
2. Bio and Life Sciences
3. Chemical and Process
4. Clean Energy
5. Construction
6. Digital and Creative
7. Work Ready Skills

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		1	2	3	4	5	6	7	
Curriculum development Full roll out of T Level programmes including an approach to improving T Level retention.	Improve T Level retention by 3%. Increase T Level numbers by at 50%.		✓			✓	✓	✓	National Strategic
Inclusion Deliver an inclusive and aspirational learning experience that improves participation, engagement and outcomes for all students.	Reduce achievement and attendance gaps between identified learner groups. Increase the numbers of Neets we work with and reengage. 95% of eligible students participate in work experience activities, with a minimum of 6, enhancements embedded in learning experience.		✓			✓	✓	✓	National Regional Strategic
Growth Drive sustainable growth in adult provision that meets the needs of learners, employers and the regional economy.	Significantly increase the delivery of adult learning programmes across priority sector areas. Improve adult learner retention rates on study programme courses by 2%. Increase apprenticeship numbers in construction by 20%. Increase participation in higher level programmes by 30%. Improve positive sustained destinations for adults to above 90%.	✓	✓			✓	✓	✓	National Regional Strategic
Pathways Ensure ambitious progression pathways are in place for all sector areas for all learners operating below Level 3, including those with SEND.	All Level 1 and Level 2 programmes have a progression opportunity available to them. Increase progression from Level 1 to Level 2 to 50%. Implement Etc. curriculum ladders to provide consistent career pathways.		✓			✓	✓	✓	Strategic

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