Accountability Statement

Leeds College of Building

2026-2027

“Inspiring lives and building futures”.

What is an Accountability Statement? ..... **Error! Bookmark not defined.**

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Leeds College of Building – who we are

Leeds College of Building (LCB) is a General Further Education College based in Leeds, West Yorkshire. The College delivers programmes and qualifications to support progression into the Construction and Built Environment sector.

The College's provision includes full time study programmes for 16–18-year-olds, Apprenticeships from level two to level six, adult learning programmes and a part time schools offer. Focused on construction and the built environment, LCB delivers traditional construction programmes such as bricklaying and joinery, plumbing and electrical, and delivers specialist provision in areas such as refrigeration, quantity surveying, transport planning and roofing. As a result, our apprenticeship offer is national, with 40% of apprentices travelling from across England to study on block release programmes. Our full time, adult and school students travel to learn from across West Yorkshire, with Leeds accounting for 50% of all students.

In 2023-24 (R14), there were 3,740 students enrolled, with 2,160 apprentices and 1,630 education and training students.

Within education and training, 50.3% of students are from IMD1, 18.6% more than the comparator FE position. 92.6% of our students are male, 74.7% are white and 35% have a learning difficulty or disability, which is 10.2% above the comparator.

For apprenticeships, 35.4% of all apprentices are 16-18, with 51.4% being 19-24. Apprentices are much more evenly spread across the IMD categories, with 23% being in IMD1. This is 3.1% above the comparator. Apprenticeships are less diverse with 90.2% being white, and 90.7% are male. 21.7% of apprentices have a learning difficulty or disability. This reflects the national position in construction.

For provision types, 50.9% of apprenticeships are at L3, whilst 55.5% of education and training programmes are at level 2, reflecting the route into industry at this point, and then progression via the sector.

Graduates from Leeds College of Building command an average £6,000 wage premium compared to non-graduates, contributing an additional £14.5 million annually to the UK economy, and directly lifting many individuals and their families out of poverty.

Within Yorkshire and Humber, Leeds College of Building scores +5.5 on the skills measure, which is the highest in the Yorkshire and Humber region, and fourth highest in the country (based on 22/23 data). This represents the rate of progression into sustained employment and preparation for students for being economically active.

For progression, the College scores 32%, which is above average (22/23). This score represents the percentage of the cohort who are achieving their highest level of learning to date.

Leeds College of Building has set an ambitious vision for the future through its strategic plan 2025 – 2030.

"The College will be recognised as the leading provider for construction and the built environment education and training, for all our students. The College will contribute to social, economic and environmental values, by ensuring our students are highly skilled, curious, responsible, resilient and respectful people, who recognise that with dedication, they can achieve more than they thought possible. We will develop our students to become critical thinkers, creative problem solvers and professional communicators, able to work within any organisation. The leaders of the future."

LCB will do this through delivering responsive, construction industry leading, teaching, learning and assessment to our college community and we place skills at the heart of everything we do.

The College will do this by achieving our six strategic aims:

1. The recognised leader for construction and the built environment education and training for 16-19 students and for apprenticeships
2. The recognised leader for construction and the built environment education and training for adult students supporting people to enter the industry and for upskilling the existing adult workforce
3. A go-to partner for the construction and built environment sector when seeking out development and training opportunities
4. The employer of choice and recognised as a great place to work, delivering a supportive and ambitious culture
5. An engaged and valued part of the local and regional community, supporting and enhancing wider opportunities for all
6. Providing excellent and sustainable facilities for our students, colleagues and partners, whilst maintaining financial stability

Supporting strategies within the plan focus on our people, the curriculum, Digital and AI, Sustainability and Diversity, Equity, Inclusion and Belonging. These strategies will drive

developments between now and 2030 and reflect the construction and built environments sectors main priorities.

Local Needs Duty

Section 52B of the Further and Higher Education Act 1992 requires providers to review provision in relation to local needs, as introduced in the Skills and Post-16 Education Act 2022. Governing bodies of institutions within the further education sector must have regard to this guidance when discharging the duty to review how well the education or training provided by the institution meets local needs. The legislation requires governing bodies to consider, what actions might be taken to better meet local needs.

Leeds College of Building supports the national skills priorities by delivering qualifications and programmes solely focused on the construction and built environment sector. 84% of all provision delivered meets one of the national skills priorities, the highest percentage for any Further Education College in the country, based on data prior to the Industrial Strategy.
Construction skills are a high priority for the government, following the announcement of the Construction Skills Package in March 2025. The industrial strategy is now driving skills priorities, and Leeds College of Building is playing a significant part in the success of the overall package.

- LCB is the Yorkshire and Humber Construction Technical Excellence College
- LCB is chairing the national group on curriculum development
- LCB is a member of the Construction Skills Mission Board
- LCB is the largest provider of construction and the built environment apprenticeships in the country
- LCB is working to deliver a new addition to its campus, leading to significant growth in construction programmes for young people, apprentices and adults for September 2028.

The Colleges reach and impact is far wider ranging than one sector, however. For example, Leeds College of Building delivers a £31.5 million total annual economic contribution, supporting 460 jobs across Leeds and the wider UK. Our initiatives such as the Low Carbon Heating Technician Course and Green Rail Skills Programme have trained over 4,000 students in sustainability-focused areas, equipping them for future-ready careers.

LCB's provision does have a national footprint for apprenticeships – for example, the College is the only provider of Transport Planning Apprenticeships in the country, and students travel from across England to study at Leeds College of Building. This specialism and delivery model is replicated across the apprenticeship offer.
The broad range of programmes, and flexible delivery models mean that apprentices nationally, can access the specialist provision, and this accessibility is directly impacting on skills shortages in the UK construction sector. The growth from just nine Degree Apprentices to over 250 in three years is testament both to the need, but also our high quality, specialist provision.

Leeds as a city is unique in its education environment. LCB does not compete with Leeds City College (part of the Luminate Education Group). The Colleges use their convening power to maximise the collective impact on the mayoral pledges, and we are advocates for FE within the business community, funding bodies and government departments. In West Yorkshire, this is embodied in the WYCC FE Compact. The statement is based upon key themes and reflects correlation and response to the West Yorkshire Mayor's pledges and priorities alongside the new Skills and Post-16 Education Act 2022.
https://www.westyorks-ca.gov.uk/media/csofehp1/further-education-and-west-yorkshire-combined-authority-compact-with-colleges-2025-28.pdf

Where We Work

Regional and Economic Context

Leeds College of Building operates within West Yorkshire, one of the UK's largest and most economically significant city regions. West Yorkshire has a population of approximately 2.4 million people and an economy worth around £67 billion, characterised by a diverse mix of urban centres, towns and communities, and a broad economic base that includes construction, manufacturing, financial and professional services, health, digital and creative industries.

The region has demonstrated relative economic resilience in recent years, with employment levels recovering strongly since the pandemic and business formation growing faster than the national average, particularly in Leeds. However, this growth has been uneven, and structural challenges persist, with productivity, pay and participation rates remaining below national benchmarks in many parts of the city region.

For Leeds College of Building, this context shapes both demand for provision and institutional responsibility. The College operates in a region where construction activity is central to economic performance, housing delivery, infrastructure investment, decarbonisation and regeneration—yet where skills shortages and workforce constraints continue to limit growth.

Demographics and Labour Market Conditions

West Yorkshire is a young and diverse region, with a median age of around 38 and a strong working-age population. This presents significant opportunity for skills development and progression, particularly through technical and vocational education.

At the same time, the region experiences:

- Lower employment rates than the national average, despite rising job numbers
- High levels of economic inactivity, driven in part by long-term health conditions, disability and caring responsibilities
- Persistent inequalities linked to deprivation, ethnicity and geography, with marked variation between local authority areas

Construction and the built environment play a critical role in addressing these challenges. The sector offers accessible entry routes, clear progression pathways and opportunities for reskilling adults back into work. As a specialist further education provider, Leeds College of Building is positioned to support both young people entering the labour market and adults seeking to upskill or retrain, including those furthest from employment.

Productivity, Skills and Sectoral Challenges

A defining challenge for West Yorkshire is low productivity, with GVA per head remaining significantly below the UK average. This is closely linked to skills gaps at technical and

higher technical levels, a higher-than-average proportion of adults with low or no qualifications and longstanding underinvestment in infrastructure and workforce development.

Construction skills shortages are particularly acute and represent both a constraint on growth and an opportunity for targeted intervention. Demand for skilled labour continues to be driven by:

- Housing delivery and retrofit
- Major infrastructure and regeneration projects
- The transition to net zero, including energy efficiency, modern methods of construction and sustainable building practices

Leeds College of Building operates directly within this space, aligning provision to regional labour market intelligence, employer demand and the priorities of the Local Skills Improvement Plan (LSIP). The College's focus on construction, engineering and the built environment makes it a critical part of the regional response to productivity and skills challenges.

Devolution, Policy and Opportunity

The devolution of powers and funding to the West Yorkshire Combined Authority has created a clearer regional framework for skills, employment, transport and inclusive growth. This includes a strong emphasis on:

- Aligning education and training with employer need
- Reducing economic inactivity
- Improving progression into higher-value employment
- Ensuring growth is inclusive, sustainable and linked to improved health and wellbeing

For Leeds College of Building, this policy environment reinforces the College's strategic role as a key delivery partner for construction and built environment skills and a contributor to local and regional priorities, including housing, infrastructure, net zero and regeneration

The College's accountability commitments are therefore framed not only around student outcomes, but around its wider contribution to regional economic performance, employer productivity and the long-term skills needs of West Yorkshire.

Implications for Leeds College of Building

Within this context, the College ensures it is focused on aligning its curriculum and investment decisions to regional economic need and labour market demand. The focus is on technical excellence, as demonstrated by the Construction Technical Excellence College status, progression and employer engagement for young people, adults, SEND learners and those returning to work.

Through this, LCB is contributing directly to addressing skills shortages in construction and the built environment, a sector critical to West Yorkshire's future prosperity, and the national infrastructure strategy.

This regional context underpins the College's Accountability Statement and informs its strategic objectives, performance measures and improvement priorities.

Mapping the West Yorkshire Context to Leeds College of Building Strategic Plan and KPIs

Low Productivity, Skills Shortages and Economic Growth

Regional context:
West Yorkshire continues to underperform the UK average on productivity, with skills gaps—particularly at technical and higher technical levels—identified as a major constraint on growth, especially in construction and the built environment.

Strategic Plan Alignment (2025–2030)

This directly underpins Strategic Aim 1 and Strategic Aim 2 of the LCB Strategic Plan:

- "The recognised leader for construction and the built environment education and training for 16–18 students and apprentices"
- "The recognised leader for adult skills, supporting entry to the industry and upskilling the existing workforce"

Key KPIs and Accountability Measures

LCB responds to this challenge through measurable improvements in:

- 16–18 qualification achievement rates
- Apprenticeship overall achievement rates
- Progression to positive destinations (16–18 learners)
- Progression into sustained employment for apprentices
- Growth in apprenticeship starts within Construction, Planning and the Built Environment SSA

These KPIs demonstrate LCB's direct contribution to improving workforce capability and productivity in a priority sector for the region.

Economic Inactivity, Inclusion and Access to Work

Regional context:
West Yorkshire has persistently high levels of economic inactivity, linked to deprivation, health inequalities, disability and low prior attainment. Construction offers accessible entry routes and progression opportunities for those furthest from the labour market.

Strategic Plan Alignment

This aligns with LCB's commitment to:

- Being "an engaged and valued part of the local and regional community, supporting and enhancing wider opportunities for all"
- Delivering inclusive provision through its People Strategy, DEIB Strategy, and Curriculum Strategy

Key KPIs and Accountability Measures

LCB's accountability response includes:

- High progression rates into employment or further learning
- Strong attendance and retention measures, particularly for 16–18 learners
- Targeted provision for adults entering the industry, including reskilling and upskilling
- Explicit focus on SEND learners and learners facing disadvantage, aligned to local need

These measures evidence LCB's role in reducing inactivity and widening participation in a sector critical to regional growth.

Employer Demand, Labour Market Alignment and LSIP Priorities

Regional context:
Construction skills shortages in West Yorkshire are acute and persistent, driven by housing delivery, infrastructure investment, regeneration and net zero commitments. Employers require provision that is responsive, flexible and industry-aligned.

Strategic Plan Alignment

LCB's Strategic Plan positions the College as:

- "A go-to partner for the construction and built environment sector when seeking development and training opportunities"
- A specialist provider with employer engagement embedded across curriculum design

Key KPIs and Accountability Measures

This is reflected in:

- Apprenticeship growth targets, including ambition to be the largest provider in the construction SSA
- Employer satisfaction and engagement measures
- Curriculum alignment to Local Skills Improvement Plan priorities
- Delivery of industry-standard facilities and assessment

These KPIs demonstrate responsiveness to regional labour market intelligence and employer demand, as required under the Local Needs Duty.

Net Zero, Sustainability and Capital Investment

Regional context:
West Yorkshire has prioritised net zero, retrofit and sustainable construction as central to its future economic strategy. This creates demand for new skills, technologies and modern methods of construction.

Strategic Plan Alignment

This aligns with LCB's Sustainability Strategy and Curriculum Strategy, which reflect the construction sector's transition priorities and support regional decarbonisation objectives.

Key KPIs and Accountability Measures

LCB evidence impact through:

- Curriculum development aligned to **sustainable construction and retrofit**
- Investment in **modern, industry-standard facilities**
- Growth in provision supporting green skills and employer demand
- Maintaining **financial sustainability** while investing in specialist infrastructure

These measures link economic growth, environmental responsibility and workforce development.

Quality, Outcomes and Value for Money

Regional context:
Public investment in skills must demonstrate clear impact on outcomes, progression and regional value.

Strategic Plan Alignment

LCB's plan commits to:

- High-quality teaching, learning and assessment
- Continuous improvement informed by the Self-Assessment Report
- Demonstrating economic and social value locally and regionally

Key KPIs and Accountability Measures

This is reflected in:

- Achievement, attendance and progression KPIs
- Apprenticeship performance above national benchmarks
- Publication of Economic and Social Value evidence
- Financial health and sustainability indicators

These measures ensure accountability for outcomes that matter both to learners and the regional economy.

Engagement and Partnerships

Leeds College of Building is one of seven colleges within West Yorkshire, who are part of the West Yorkshire Consortium of Colleges (WYCC). The consortium was set up to operate on behalf of the further education colleges in the region, to deliver training, predominantly funded by the European Social Fund (ESF), and now Department for Education (DfE) and WYCA.

The College was a founding member of the Leeds Learning Alliance, which is a Trust formed by like-minded Leeds educational organisations based upon a shared commitment to inclusion, close collaboration, and high-level ambition. Members of the alliance include Leeds City Council, Leeds Trinity University, Luminate Education Group, Leeds Rhinos Foundation, Carr Manor Community School, Bankside Primary School, Ahead Partnership, Wetherby High School, CATCH, Leeds Beckett University, Leeds United Foundation and Wellspring Academy Trust. This has led to enhanced working between partners on school exclusions, racism and peace building. The College has shared best practice with and from partners, regarding attendance strategies which has resulted in improved attendance year on year at the College. This is directly leading to higher achievements amongst our student cohort, enhancing their progression opportunities and future careers, with progression to positive destinations standing more than 90% across provision types.

The College has strategic partnerships with national employers such as BAM Nuttall and JN Bentley, who all participate in the Colleges employer forum, which supports curriculum development, including the implementation of Degree Apprenticeships. CITB and Leeds College of Building have a close working relationship, supporting development of appropriate Standards, and working together to reduce the skills gaps within the construction sector. This close working relationship is an important feature of Leeds College of Building, which has developed and been enhanced over years. Engagement with employers is an organic development of the close links we have with the industry we serve. Employer Boards are a formal way of capturing employer views; however, the informal routes are much more prominent. This is teacher to employer, assessor to apprentice, direct and productive feedback. Examples are the changes made in curriculum, supported by our extensive number of teaching staff who are still working in the industry – this experience is invaluable and allows the College to make rapid changes to curriculum, ensuring students are learning the most valuable skills. In roofing, a new member of the teaching team, still working in industry has contributed ideas direct from his experience on sites, leading to the addition of lean-to roof training, and making this possible in an area with limited capacity. In brickwork, the curriculum for 2025-26 is being developed by teachers who have just come into teaching, building on the curriculum delivery experience of long-established teachers, ensuring that deliverable but

highly relevant knowledge and skills are being learned by our students. Our long-standing relationship with BAM is now developing into groundworks, providing more opportunities for young people to enter construction with a full five-year development plan.

Contribution to Skills Priorities

The construction industry has an ageing demographic profile and is older than it has been in the past. This is further compounded by the outward migration of non-UK nationals following Brexit, who are typically younger and accounted for 8% - 10% of the construction workforce. In the third quarter of 2020, there was a 28% drop in the number of non-UK workers, greater than the 7% fall in total employment in construction over the same period. Of concern is the notably smaller proportion of UK born 16-34-year-olds in the industry to fill gaps left by the non-UK workers exiting the labour market. To meet future labour demands, the industry will need to upskill existing workers, attract new entrants and recruit from other sectors and/or people currently unemployed who will also require training and support to remove barriers.

According to data published quarterly by the ONS, there was an average of 802,000 self-employed construction workers October-December 2020, a 13% reduction on the same period in 2019, which could potentially impact the availability and supply of workers.
The data indicates that 60% of the UK construction workforce is self-employed, becoming the norm following the 2008 financial crisis. Having a self-employed workforce benefits clients and contractors by offering the flexibility to manage resources in line with workflows and to find skills from a large and dynamic pool of recruits. However, it is also considered one of the main barriers to workforce development in the construction industry because self-employed workers do not typically have access to training and apprenticeships and are less likely to invest in training.

A substantial and long-term investment is needed to support the industry to increase labour supply, improve retention, address shortages, and develop the new skills needed to take advantage of technologies. This has been formulated into a £600–£625 million Construction Skills Package to address critical workforce shortages and support delivery of 1.5 million new homes and major infrastructure projects by 2029, with a commitment to train up to 60,000 additional construction workers during this Parliament.
The package includes investment to expand construction provision in further education, the creation of 10 Technical Excellence Colleges, increased access to construction Skills Bootcamps, funded industry placements for Level 2 and Level 3 learners, and the introduction of new foundation construction apprenticeships from August 2025, supported by employer

incentives. Delivery will be supported through strengthened college–employer partnerships aligned to Local Skills Improvement Plans and overseen by a new Construction Skills Mission Board, ensuring national investment translates into locally responsive provision that addresses skills shortages, improves productivity and supports inclusive economic growth.

Local Skills Improvement Plan (LSIP)

Construction has been identified as a sector of strategic importance in the region. There are over 70,000 people employed in the sector regionally, and it is dominated by sub-contracting arrangements and self-employment.

There are significant shortages across much of the sector, with civil engineers, quantity surveyors, electricians, scaffolders, dry liners, fencing, and paving identified as the most severe. LCB has been aware of the shortages in these areas and has responded through curriculum development. Civil engineering and quantity surveying have been part of the growth in Higher and Degree Apprenticeships over the last three years, and dry lining was introduced four years ago.

The issues employers have raised are long standing and well known. Employers, due to the SME nature of the sector, do not have the time or funds to invest in training. Keeping employees once trained is a significant barrier, due to demands across the sector and employees moving for additional pay. The most significant issue for the College is our capacity to deliver. There is unprecedented demand for the skills, however, a significant lack of qualified people to deliver the programmes, particularly in a sector where pay in the sector is so much higher than for those in education.

Digitisation and AI

The benefits of digital construction are well rehearsed, and adoption provides huge opportunities. Digitalisation is at the heart of the Construction Sector Deal and policies designed to raise sector productivity. The imperatives for change are also rooted in longstanding industry issues. Tight profit margins, high profile project overruns and issues with quality continue to dog the industry. More recently, Brexit and the potential impacts on the availability of labour have sharpened the focus on doing things differently. However, the pace of digitalisation is gradual.

The pandemic has accelerated the process of digitalisation due to the limitations on travel and face-to-face contact. Businesses are investing in e-invoicing, modernised Customer Relationship Management (CRM), workforce management systems, digital sales, marketing, and communication systems and are realising the improvements to efficiency and profitability.

The implication for the workforce is an increase in demand for workers with a wider skill base with digital skills. Training for new entrants will need to reflect the new skills employers require and focus on people already in the industry who can develop their skills. The future construction areas will demand digitally literate, multi- skilled individuals. This requires industry to work with FE providers to deliver new upskilling routes for existing workforce and new entrants to the sector.

A quickening pace of innovation and technological progress is also an opportunity to improve the sector's image and attractiveness to young people and improve recruitment and diversity in the construction workforce by promoting the range of careers available and the opportunities related to the use of digital technology. Whilst competition with other industries for ICT recruits will be challenging, given that they are also in short supply nationally, construction pays well compared to other industries and has a healthy economic forecast and prospect of offering sustainable careers.

CITB's research found that:

- Digital construction is understood to mean different things by different people. Many assume digital construction means Building Information Modelling (BIM) but it is wider than that. True understanding is concentrated on digital construction specialists. Those trying to implement digital methods felt frustrated when persuading others to take a 'leap of faith' because of the lack of understanding of how technology could solve problems.
- Much of the technology that is being used is not at the cutting edge of what is available. Drones, Lidar, smartphones, and tablets are increasingly widely used but innovative tech – if used at all - is generally limited to small pilots or trials, as investment in larger scale innovations is considered too risky. Sharing best practice will help industry evolve an understanding of the value of digital and the skills and training needed.
- Data and its effective collection, communication and management are central to digital transformation. Industry needs to demystify how data is used and the skills required across the entire workforce. Genuine understanding of what data management involves is limited.

- Tech-specific skills are not the problem – but broader skills and competencies at various levels need to be addressed. Leaders need skills in implementing digital change and creating the right structures and culture. Managers and operatives need problem-solving skills and greater digital savviness, not everyone needs to be at the same level. It is about enabling top-down and bottom-up change.

Digital construction comprises of new technology hardware and software, data-led processes and equipping staff with the skills needed to maximise digital applications. This research set out to explore the adoption, use and expected uptake of a broad range of digital technologies across construction, including:

- Augmented reality/virtual reality
- Drones/unmanned aerial vehicles (UAVs)
- Artificial intelligence (AI)
- Wearable tech
- The Internet of things
- Productivity/planning apps
- Data Analytics

Sustainability

The LSIP also identifies “Green Skills” as a sector of strategic importance. This will be an important feature of the Colleges’ curriculum for the foreseeable future.
The UK target to reach ‘net zero emissions by 2050’ suggests there will be a continuing pressure to reduce the energy consumption in construction and improve the energy performance of buildings. Additional pressures to reduce waste will also drive the market for new skills. The implications for future skills requirements are very significant with changes in the building services.

A report by the CITB ‘Building Skills for Net Zero’ outlines the skills implications for the workforce of the Government’s commitment to achieve net zero by 2050. Most of the requirement for additional skills will come from addressing energy-related emissions from existing buildings. The UK Green Building Council estimates that up to 95% of emissions from the built environment over the next 30 years could come from buildings that exist today.
Most of the effort to decarbonise must therefore be focused on the energy efficiency retrofit. of existing buildings. At least some retrofit work will be required on approximately 27 million residential and two million non-residential buildings to reduce emissions over the next 30

years. Even with new ways of working, we will need to recruit, train and in some cases retrain large numbers of people to do the work.

CITB estimate that an additional 59,000 plumbers and heating, ventilation and air conditioning workers will be required, primarily in the installation of heat pumps by 2028. The research also highlights that just over 86,000 project managers will be required by the same date; this includes specific roles like Retrofit Co-ordinator. The requirement for building envelope specialists, including insulation installers, will be 27,000 by 2028.

Targets

Strategic Aim 1: The recognised leader for construction and the built environment education and training for 16-18 students and for apprenticeships

Measure **(national rate)**	**Target 2025-26**
16-18 qualification achievement rate	82%
16-18 attendance rate	90%
Overall apprenticeship achievement rate	68%
Progression to a positive destination (16-18)	93%
Progression into sustained employment (Apprentices)	93%
To become the largest provider of Apprenticeships in Construction and the Built Environment*	1

*Based on starts within Construction, Planning and Built Environment SSA

Strategic Aim 2: The recognised leader for construction and the built environment education and training for adult students supporting people to enter the industry and for upskilling the existing adult workforce

Measure (national rate)	**Target 2025-26**
Adult qualification achievement rate	91%
Progression to a positive destination (19+)	91%

Strategic Aim 3: A go-to partner for the construction and built environment sector when seeking out development and training opportunities

Measure	**Target 2025-26**
Employer survey: providing the right training at the right time*	100%
Employer survey: improving apprentice skills*	100%
Apprentice survey: relevant training that helps you perform your job better**	90%
Apprentice survey: learn new skills and develop existing ones**	100%

*% of employers who said this was a strength

**% of apprentices who said this was to a reasonable standard

Strategic Aim 4: The employer of choice and recognised as a great place to work, delivering a supportive and ambitious culture

Measure	**Target 2025-26**
Percentage of employees who feel valued in the College	88%
Percentage of employees who are not thinking of leaving the College	92%
Percentage of employees who agree there is an opportunity to progress within the College	68%
Presenteeism rates	96%

Strategic Aim 5: An engaged and valued part of the local and regional community, supporting and enhancing wider opportunities for all

Measure	**Target 2025-26**
Percentage of female students on Study Programmes	10%
Percentage of minority ethnic Apprentices	25%
Number of schools being classified as 'feeder' schools (15+ students)	15%
Increasing the volume of Leeds based students on Higher and Degree Apprenticeships (postcode data)	22%

Strategic Aim 6: Providing excellent facilities and resources for our students, colleagues and partners, whilst maintaining financial stability

Measure	**Target 2025-26**
Cash balances	£9,194
Pay as a percentage of income	65%
Adjusted cash days in hand	133
Financial Health	Good or Outstanding

Corporation Statement

On behalf of Leeds College of Building, it is hereby confirmed that the College plan as set out reflects an approved accountability Statement as approved by the Corporation at their meeting on 24th June 2025.

The plan will be published on the College's website within three months of the start of the 2025-26 academic year.



Steve Carmody
Chair of Governors
Dated:

Nikki Davis
Principal and Chief Executive Officer
Dated:

External links

1. Leeds College of Building Accountability Statement
2. Strategic Plan
3. 2023-24 Accounts
4. Leeds College of Building Economic and Social Value Report

Leeds College of Building

Annual Accountability Statement 2026–27 (Draft – LCB Tone)

This statement sets out how Leeds College of Building will deliver on national, regional and local priorities in **2026–27**, building on the strong improvements evidenced through the **Self-Assessment Report 2024–25** and maintaining our commitment to **Inspiring lives and building futures**. [SAR 24 - 2...igital.pdf | PDF], [leedsbuild...iety.co.uk]

It has been prepared using the DfE's 2026–27 guidance for Accountability Statements and the Local Needs Duty. [gov.uk]

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1. Our Purpose and Strategic Intent

Leeds College of Building (LCB) is the UK's only specialist FE college dedicated exclusively to construction and the built environment. Our purpose remains simple and ambitious: **to inspire lives and build futures**, enabling people from all backgrounds to gain the skills, confidence and opportunities needed to succeed in a sector that shapes our communities and economy. [SAR 24 - 2...igital.pdf | PDF], [leedsbuild...iety.co.uk]

Our work is anchored in the **LCB Strategic Plan 2025–2030**, where we commit to being:

- **The recognised national leader in construction and built environment education**
- **A driver of social mobility**, particularly for learners facing disadvantage
- **A key contributor to net-zero workforce development**, digital capability and regional growth
- **A trusted partner for employers**, civic bodies and communities

These priorities align directly with national skills needs, the West Yorkshire LSIP, green skills transition, and regional infrastructure investment. [gov.uk], [leedsbuild...iety.co.uk]

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2. Our Context

LCB operates in a city undergoing rapid growth, major infrastructure development and acute skills shortages. At the same time, Leeds experiences persistent inequality, with **66% of our**

students coming from IMD 1–3 and **significant proportions with SEND, mental health needs or complex barriers to learning**. [SAR 24 - 2...igital.pdf | PDF]

Our specialist remit means we are central to addressing workforce demands in:

- Construction and civil engineering
- Retrofit, external wall insulation and low-carbon technologies
- Digital engineering and modern methods of construction
- Transport planning and infrastructure
- Professional construction management

Our SAR identifies LCB as a **leading contributor to regional skills priorities**, with strong employer collaboration, curriculum alignment and rapid quality improvement. [SAR 24 - 2...igital.pdf | PDF]

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3. How We Developed This Statement

This Accountability Statement draws directly from:

- **LCB SAR 2024–25** (judgements, data, strengths and AFIs) [SAR 24 - 2...igital.pdf | PDF]
- **LCB Strategic Plan 2025–2030** (vision, outcomes and KPIs) [leedsbuild...iety.co.uk]
- **LCB Social & Economic Impact Report** (impact on employment, inclusion and skills) [lcb.ac.uk]
- **LSIP priorities**
- Employer engagement, curriculum reviews and quality assurance processes
- DfE guidance on Accountability Statements and the Local Needs Duty (Jan 2026) [gov.uk]

This statement is therefore:

- Rooted in evidence
- Directly linked to regional and national priorities
- Consistent with our SAR improvement cycle
- A practical plan for 2026–27

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4. Local Needs Duty – Review Summary

Our SAR and strategic planning processes confirm that LCB's provision is strongly aligned to regional and national need, particularly through:

- **High employer engagement** and curriculum co-design across all provision types [SAR 24 - 2...igital.pdf | PDF]
- **Specialist green skills provision**, including retrofit and low-carbon heating [SAR 24 - 2...igital.pdf | PDF]
- **Strong contribution to addressing disadvantage**, with narrowed achievement gaps for SEND, IMD 1–3 and minority ethnic learners [SAR 24 - 2...igital.pdf | PDF]
- **High progression rates** (89%+ moving into employment, apprenticeships or higher study) [SAR 24 - 2...igital.pdf | PDF]

LCB therefore meets the Local Needs Duty and will continue to collaborate with employers, the LSIP team, local authorities and civic partners to refine our contribution. [gov.uk]

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5. Key Achievements in 2024–25 (SAR-aligned)

Our SAR evidences significant improvement across all provision areas:

5.1 Whole-College

- Achievement rose to **83.6%** (up 4.3pp) — highest in five years [SAR 24 - 2...igital.pdf | PDF]
- Attendance reached **85.5%** (+7pp for 16–18)
- Gaps narrowed significantly for SEND, IMD 1–3 and ethnic minority students

5.2 Education Programmes for Young People (EPYP)

- Achievement **82%** (+4.2pp) [SAR 24 - 2...igital.pdf | PDF]
- Attendance **86%** (+7pp)
- SEND gap reduced to **-2.2pp**
- Strong progression and behaviour culture

5.3 Adult Learning

- Achievement **88.1%** — highest in 3 years [SAR 24 - 2...igital.pdf | PDF]

- Outstanding outcomes for LLDD (+2.7pp)
- High success in green skills and upskilling programmes

5.4 Apprenticeships

- Achievement rose to **63.5%** (+1.9pp despite increased volume) [SAR 24 - 2...igital.pdf | PDF]
- SEND and ethnicity gaps narrowed
- Strong employer engagement and improved functional skills processes

5.5 High Needs

- Achievement **73.5%** (+8.7pp) following ILS restructure [SAR 24 - 2...igital.pdf | PDF]
- Strong pastoral support, attendance and engagement improvements

These improvements provide a strong platform for targeted growth and further quality enhancement in 2026–27.

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6. Priorities for 2026–27

The following priorities combine SAR AFIs, LSIP requirements and DfE national skills priorities:

6.1 Priority 1 — Raise Quality & Outcomes Further (All Provision)

We will:

- Increase achievement further across all provision, with a particular focus on **apprenticeships** moving towards the **70% target** [SAR 24 - 2...igital.pdf | PDF]
- Strengthen consistency of assessment feedback and target-setting (EPYP and English/maths)
- Continue improving attendance through the Attendance, Punctuality & Engagement Strategy
- Increase the use of data dashboards (PowerBI / Strata) to drive early intervention
- Share best practice across teams using PGO data and cross-curricular collaboration

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6.2 Priority 2 — Strengthen Support for SEND, High Needs & Disadvantaged Learners

We will:

- Further refine SEND tracking to evidence long-term outcomes and destinations
- Build capacity in the ILS team to ensure consistent support across curriculum areas
- Enhance staff training in inclusive pedagogy and neurodiversity
- Strengthen early identification using Year 11 data and pastoral screening
- Continue closing remaining gaps for specific SEND subgroups (e.g., SEMH apprentices) [SAR 24 - 2...igital.pdf | PDF]

6.3 Priority 3 — Deepen Employer Alignment & Skills Needs Delivery

We will:

- Expand employer involvement in curriculum design, especially around **retrofit**, **digital engineering**, **green technologies** and **major infrastructure projects** [SAR 24 - 2...igital.pdf | PDF]
- Further develop the CTEC partnership model
- Formalise employer evaluation of curriculum impact
- Strengthen employer voice for apprenticeships

6.4 Priority 4 — Grow High-Quality Provision in National Priority Areas

Aligned to DfE national priorities, we will increase delivery in:

- **Construction & infrastructure**
- **Clean energy & retrofit**
- **Digital & technologies**
- **Science/technical professional pathways**
- **Skills Bootcamps and HTQs** (where appropriate) [gov.uk]

We will outline targeted growth in our final published version.

6.5 Priority 5 — Enrich Personal Development, Careers & Progression

We will:

- Enhance visibility of student and apprentice voice
- Increase employer encounters and authentic workplace learning
- Strengthen personal development tracking for High Needs students
- Expand enrichment for apprentices and adults

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7. Outcome Targets for 2026–27 (Draft)

These will be finalised with governors but are aligned to your SAR trajectory and DfE expectations:

EPYP

- Achievement: **≥84%**
- Attendance: **≥88%**
- High grades English/maths: improvement towards local benchmarks

Adult Learning

- Achievement: **≥89%**
- Retention: **≥92%**
- Progression into employment: **≥90%**

Apprenticeships

- Achievement: **≥70%**
- On-time Functional Skills completion: **100%**
- EPA success rates: maintain above 90%

High Needs

- Achievement: **≥76%**
- EHCP compliance: **100%**

- Work-related learning participation: increased year-on-year

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8. Monitoring & Accountability

We will:

- Report progress termly to QCP and Corporation
- Monitor KPIs monthly via dashboards
- Update LSIP alignment annually
- Publish an end-of-year Accountability Statement impact update

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9. Sign-off (to be completed)

Chair of Corporation:
Principal & CEO:
Date Submitted to DfE: