



Accountability Statement 2026/27

CONTENTS.

1.	College mission & purpose	03
2.	Context & place	05
3.	Approach to developing the statement	08
4.	Contribution to national, regional & local priorities	10
5.	Accountability aims & objectives	12
6.	Progress against accountability aims 2025/26	15
7.	Corporation statement	18
8.	Links to related documents	19



1.

COLLEGE MISSION & PURPOSE.

OUR VISION.

Our vision sets out the world we want to create for our learners, people and partners.

Opportunity is everywhere for everyone.

Everyone is included, can participate and achieve more than they thought possible.

OUR PURPOSE.

Our purpose sets out why we do what we do for our learners, people and partners.

To connect learners to their futures.

We connect learners, employers and communities to opportunity, building the skills and confidence to succeed in work and in life.

OUR MISSION.

Our mission sets out how we will deliver our vision for learners, people and partners.

Leading the way, together

We lead by bringing people together, united by a relentless ambition to strengthen our communities and shape the future of our region.

OUR ETHOS.

Our ethos sets out our core belief and sits at the heart of our culture.

Employment edge for everyone.

We believe in every learner.

This sits at the heart of our commitment to Education with Employment Edge and runs through everything we do.

It's about more than qualifications. It's about helping people develop the skills employers value and the confidence to stand out.

By removing barriers and creating opportunities we give Gateshead College learners the best possible chance to get a job, start a business or progress in their career whatever their background or starting point.



OUR STRATEGIC PRIORITIES.

LEARNERS

Every learner belongs, every learner succeeds.

PEOPLE

Our people are our strength.

PARTNERSHIP

Creating opportunities together.

SUSTAINABILITY

Resilient, responsible and ready for the future.

DIGITAL: OUR CONNECTOR

Keeping Gateshead College connected in a fast-moving world.

The college reviews its Strategic Plan annually, updating partners and stakeholders on progress and providing the opportunity to take account of changing needs and developments including the introduction of Local Skills Improvement Plans, Local Needs Duty and changes in the regional context.

**COMMUNITY
CONVERSATIONS &
CONSULTATIONS.**

**DUTY TO
REVIEW.**

**STRATEGIC
PLAN.**

LSIP.

**ACCOUNTABILITY
STATEMENT.**

2. CONTEXT & PLACE.



Gateshead College is at the heart of its community and offers high quality provision developed to meet its unique and diverse needs.

Gateshead covers 55 square miles, two thirds of which is rural, and is the largest of the five Tyne and Wear authorities. The college's sites are situated alongside industry and employment hubs and enable effective engagement with industry. The Skills Academies for Construction and Automotive Engineering are located on Team Valley Trading Estate and the Baltic Campus, is in Gateshead's urban centre, the focus for regeneration and growth in the digital economy and cultural-led regeneration. Venues such as the Glasshouse and BALTIC Centre for Contemporary Art have been complemented by further investment to support the digital tech industry. The college's Academy for Sport is based at Gateshead International Stadium.

Business and Economic Profile

Gateshead College operates within the North East Mayoral Strategic Authority area, with most learners and apprentices being from Gateshead, North Tyneside, South Tyneside, Newcastle, Sunderland, County Durham and Northumberland.

The college is strongly integrated into the regional skills system, working proactively with the North East Automotive Alliance (NEAA) in responding to the North East LSIP and is also the skills lead for digital.

Demographics

Gateshead is a diverse and ambitious borough within the North East Mayoral Strategic Authority area, with a population of approximately 203,000 people. While the borough benefits from strong transport connectivity, a growing employment base and significant regeneration activity, it also faces persistent challenges relating to deprivation, health inequalities and economic inactivity. Significant numbers of residents live in some of the most deprived communities in England, with deprivation concentrated in central and eastern parts of the borough.

The borough's population is becoming increasingly diverse and, in line with national trends, is ageing. These demographic changes are increasing demand for lifelong learning, workforce development and reskilling opportunities to support economic participation and independent living. Gateshead is also recognised for its commitment to welcoming refugee and resettled communities, creating an ongoing need for English language, employability and community integration provision.

The local labour market continues to experience skills shortages across key sectors including construction, engineering, advanced manufacturing, digital technologies, health and social care and emerging green industries. Employers increasingly identify the need for higher-level technical skills alongside transferable skills such as communication, teamwork, problem-solving, resilience and adaptability. These priorities align closely with the North East Local Skills Improvement Plan and regional economic growth ambitions.

Gateshead College serves learners from across Gateshead and the wider North East and plays a significant role in supporting social mobility, improving economic participation and developing the skilled workforce required to meet regional and national priorities.



Employment

Latest official labour market data shows that 70.2% of Gateshead residents aged 16–64 were in employment, compared with 75.5% across Great Britain. Gateshead's model-based unemployment rate was 5.2%, while the Claimant Count, measuring people claiming unemployment-related benefits and Universal Credit who are required to seek work, stood at 4.0% in May 2026, in line with the Great Britain average of 4.0%.

Economic inactivity remains a key local challenge. In Gateshead, 31,500 residents aged 16–64 were economically inactive, representing 24.4% of the working-age population. Of these, 5,500 were students, accounting for 17.6% of the economically inactive population. Long-term sickness was the largest single reason for economic inactivity, accounting for 31.4% of economically inactive residents.

Earnings remain below national levels. Median gross weekly pay for full-time employees living in Gateshead was £674.80 in 2025, compared with £766.60 across Great Britain, indicating that resident earnings in Gateshead remain approximately 12% below the national level.

Qualification levels also remain below national averages. 85.9% of working-age residents hold qualifications at Regulated Qualifications Framework (RQF) Level 1 or above. The RQF is the framework used in England to classify qualifications according to their level of difficulty and learning outcomes. While 36.6% are qualified to RQF Level 4 or above, 10.0% of residents have no formal qualifications, compared with 6.3% across Great Britain.

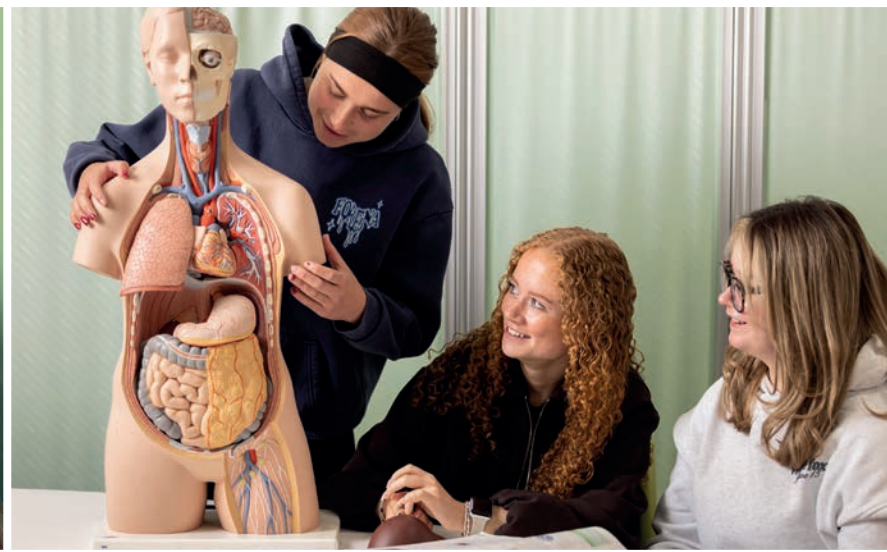
Source: latest official Nomis dataset.

Refugee Resettlement Area

The college has learners from 65 countries across the world. Gateshead actively supports the resettlement of refugees and has accommodated amongst the highest number of families in the country. The college plays a central role, in partnership with the Local Authority and JobCentre Plus, supporting young people and adults to develop the language skills they need to function socially and live independently.

Travel to Learn

The geographical nature of Gateshead College and its sites alongside the excellent transport links including the Tyne and Wear Metro, mean that the demographic of people attending the college are much wider than Gateshead.



3. APPROACH TO DEVELOPING THE STATEMENT.

The Statement has taken account of the national priorities as identified by the Department for Education and the Local Skills Improvement Plan.

The 10 national priority sectors are:

- Advanced Manufacturing: Driving innovation, research, and high-value production across the UK.
- Clean Energy Industries: Backed by the Statement of Strategic Priorities to the National Wealth Fund to accelerate net-zero targets.
- Creative Industries: Fostering the UK's global advantage in arts, media, and design.
- Defence: Prioritising national security capabilities and critical supply chains.
- Digital and Technologies: Focusing on AI, software, and securing the UK's position as a trillion-dollar tech economy.
- Financial Services: Enhancing global competitiveness in innovation and full-service finance.
- Life Sciences: Expanding the UK's leading role in biotech, medtech, and health innovation.
- Professional and Business Services: Supporting productivity and commercial growth across all regions.
- Housebuilding: Addressing national housing needs, including the push to build 1.5 million homes.
- Health and Adult Social Care: Managing critical workforce demands and resolving hospital backlogs.

The 8 Growth-Driving Sectors (IS-8)

The government has developed dedicated 10-year plans for these eight areas to drive productivity and long-term investment:

- Advanced Manufacturing: Aerospace, automotive, agri-tech, and advanced materials.
- Clean Energy Industries: Wind, carbon capture, and green hydrogen.
- Creative Industries: Film, design, gaming, and cultural exports.
- Defence: Strengthening the UK's defence industrial and technological base.
- Digital and Technologies: Artificial Intelligence (AI), cybersecurity, quantum, and semiconductors.
- Financial Services: FinTech, asset management, and banking.
- Life Sciences: Health innovation and NHS reform.
- Professional and Business Services: Legal, accountancy, and management consulting.



Local Skills Improvement Plan (LSIP)

The college has reviewed the recently published North East Local Skills Improvement Plan (NELSIP) 2026–2029 and has considered its priorities within curriculum planning, apprenticeships and adult learning provision. The NELSIP provides the statutory framework for aligning skills provision with employer demand and regional economic priorities across the North East Mayoral Strategic Authority area. It highlights the need to strengthen the supply of higher-level technical skills, improve workforce participation, embed digital and AI capability across all sectors and support growth in strategically important industries.

Ofsted

Between the 7 and 10 March 2023, the college was subject to an enhanced inspection from Ofsted. The inspection validated the high quality of education, including recognising the outstanding provision for adults, personal development, and behaviours and attitudes of students and apprentices. The overall grading of the inspection was Good. Ofsted also has been charged with forming a judgement on the contribution that the college makes to meeting skills needs and concluded that the college makes a Strong contribution to meeting skills needs.

Community Conversations

First held in 2022 to inform the development of the Strategic Plan, these are repeated annually so the college can report on progress and demonstrate accountability for achieving its goals and, importantly, listen and respond to any changes in the needs and priorities of its community. Bringing together colleagues, partners and learners, the views of more than 100 people were gathered and the results considered as part of this year's Accountability Statement.

Community Conversations and interviews with regional stakeholders highlighted Gateshead College as a respected organisation known for strong leadership, community focus, and reliable delivery. The Employment Edge ethos remains a strength, although there is a clear need to adapt it for future economies shaped by AI and automation.

Key themes included the importance of bold ambitions, continuing to prioritise wellbeing, active listening, managing growth and complexity, and reinforcing equality, diversity, and inclusion. Areas of focus to prioritise included strengthening leadership through greater regional influence, specialising in emerging sectors such as defence and cybersecurity, embedding innovation across operations, and a deeper commitment to tackling regional inequalities and sustainability.

Wider Engagement

The college is fully embedded into the region and its businesses. It is well represented by members of the senior team across key organisations and employer representative bodies. This includes representation on the North East Chamber of Commerce (NECC) Education and Skills Forum; NECC Further Education Strategic Partner and member of NECC Tyne & Wear Council; member of the strategic advisory board of the NewcastleGateshead Initiative (NGI); member of the Entrepreneurs' Forum; member of the Northern Screen Skills regional group; member of North East Automotive Alliance, member of Dynamo and Gateshead Strategic Partnership.

Involvement in these groups and the broader partnerships which exist with a wide and diverse range of organisations, including the third sector, across all levels of the organisation has enabled the college to have a clear understanding of regional and national priorities and local need.

Local Needs Duty

The Local Needs Duty is a statutory requirement introduced under Section 52B of the Further and Higher Education Act 1992, as amended by the Skills and Post-16 Education Act 2022. It requires the Corporation to review how well the education and training provided by the College meets local needs and to consider what actions may be taken, individually or in collaboration with others, to better meet those needs. Governing bodies must undertake a review at least once every three years or sooner where there are substantial changes in circumstances. A comprehensive review is planned for 2026/27, the outcomes of which will be reported in the 2027/28 Accountability Statement.

Inclusive Mainstream Fund

The college will utilise Inclusion Mainstream Funding to prepare for future SEND and inclusion reforms by refocussing support staffing models, targeted workforce development and parental engagement through a parents as partners approach. During 2026/27, funding will be focused on building the systems, skills and partnerships required to further strengthen inclusive practice and improve outcomes for learners with additional needs.



4.

CONTRIBUTION TO NATIONAL, REGIONAL & LOCAL PRIORITIES.

Gateshead College is recognised by employers as the college which gives learners the Employment Edge. We have a proven track record of being responsive by creating bespoke curriculum and training solutions, with many of our 1,200 employers using the college as an extension of their learning and development function. This service is particularly important to the significant number of SME and micro businesses in the region.

The college's robust curriculum planning cycle is informed by labour market intelligence (LMI), employer voice and local and regional priorities. It is focused on intent and ensuring the offer is fit for purpose, viable and responsive to the local, regional and national economy and the changing workforce. Software such as Vector and Insights provide labour market intelligence and reveal the skills DNA of the region across sectors.

Each curriculum area has a skills advisory board which works with staff to regularly review their offer so they can then skilfully craft and sequence the curriculum in response to feedback. Employers engage with learners and apprentices in various ways including guest lectures, workplace visits, setting and providing feedback on employer-led projects, work experience, hackathons, trade shows, industry placements and employer mentoring.

The college's cross-college CoLab programme provides all learners with opportunities to develop the transferable and employability skills identified by employers as critical to workplace success, including communication, teamwork, problem solving, initiative and professional behaviours. Through employer-informed projects and real-world challenges, learners develop the knowledge, skills and behaviours needed to progress successfully into employment and further study.

The college understands its role as a local and regional anchor institution is to support the development of skills and raise aspirations and we are fully embedded into the heart of the community. The college supports around 3,000 young people, 5,000 adults and 500 apprentices each year with results consistently in the top quartiles of educational attainment. Positive progression rates are consistently above 90%. Provision is progressive and innovative as a T level pilot college, a trailblazer in bootcamps and early adopter of HTQs.

Over the last decade, PlanBEE has redefined apprenticeships in the built environment standing as an exemplary model for driving SME engagement across the region and acknowledged with a Queen Elizabeth Prize for Further and Higher Education in 2026. Developed in the North East by Ryder Architecture and Gateshead College, with over 70 leading employers nationwide, it is the first programme of its kind, with apprentices completing six four-month placements across diverse roles and organisations. This equips them with the skills and understanding needed for this fast-paced industry, with 97% progressing into employment.

Through Digital Up North, the college is providing a curriculum model developed with employers to deliver advanced AI, machine learning and data analytics pathways from Level 3 to degree level. The college also led a regional partnership of nine providers to introduce 20 new digital curriculum modules.

Curriculum Alignment to LSIP priorities

Gateshead College's curriculum offer is closely aligned to the priority sectors identified within the NELSIP, including Advanced Manufacturing, Construction, Digital and Artificial Intelligence, Health and Social Care, Energy Transition and Creative Industries. Through ongoing employer engagement, curriculum review and partnership working, the college will continue to adapt provision to meet changing labour market requirements and support regional productivity, investment and inclusive economic growth.

North East MSA Local Growth plan	NELSIP Key Priority Sector
Advanced Manufacturing, including EV	Advanced Manufacturing, including EV
Offshore wind and energy transition	Offshore wind and energy transition
Creative industries and content	Creative industries and content
Defence, security and space	Defence, security and space
Tech, digital and Ai	Tech, digital and Ai
Knowledge Intensive Professional Services (KIPS)	
Foundational Economy	Construction
Foundational Economy	Adult Social Care

During 2026/27 the college will:

- Increase participation and progression opportunities in priority sectors identified through the NELSIP, particularly Digital, Construction, Engineering and emerging higher technical pathways.
- Strengthen the development of digital, AI and transferable employability skills across all curriculum areas through the college's Employment Edge for Everyone and CoLab approaches.
- Expand progression routes from further education into Higher Technical Qualifications, apprenticeships and skilled employment in areas of regional demand.
- Work collaboratively with employers, regional stakeholders and education partners to ensure curriculum planning remains responsive to current and emerging workforce needs.
- Support increased economic participation by removing barriers to learning and employment for disadvantaged learners, learners with additional needs and adults seeking to retrain or upskill.



5. ACCOUNTABILITY AIMS & OBJECTIVES.

OBJECTIVE	MEASURES	24/25 BASELINE	26/27 OUTCOMES
1. By July 2027, Gateshead College will improve achievement for learners with additional needs (including SEND, ESOL and disadvantaged learners) through embedding our Employment Edge for Everyone approach (inclusive pedagogy, practice across all provision).	A. Reduction in achievement gaps of learners in receipt of and eligible for free school meals. B. Reduction in achievement gaps of learners with EHCPs specifically in maths and English achievement. C. More than 95% of curriculum staff undertook training to develop their inclusive practice.	A. The achievement gap for learners eligible and in receipt of free school meals is 3.1 percentage points compared with their peers. B. The achievement gap in maths and English for learners with EHCPs is 10 percentage points*. C. 90% of curriculum staff undertake training to develop their inclusive practice.	A. The achievement gap for learners eligible and in receipt of free school meals is less than 3 percentage points compared with their peers. B. The achievement gap in maths and English for learners with EHCPs is 5 percentage points. C. >95% of curriculum staff have undertaken training to develop their inclusive practice.
2. By July 2027, Gateshead College will establish sustainable Higher Technical pathways in priority sectors (including Digital and Health), demonstrating growth in portfolio, retention and progression into employment and/or further study.	A. Broaden HTQ offering. B. Maintain strong achievement rates. C. Increased % of learners progressing into employment or further study.	A. 10 HTQ courses offered. B. 88.9% achievement. C. 66% of learners progressing into employment and/or further study (57/86 learners with 29 learners' destinations unknown).	A. 12 HTQ courses offered. B. Achievement >85%. The target of >85% sustains top quartile performance, recognising that 88.9% represents an exceptional year and that HE outcomes can vary due to small cohort sizes. C. > 70% of learners progressing to paid employment and/or further study.

OBJECTIVE	MEASURES	24/25 BASELINE	26/27 OUTCOMES																																										
3. By July 2027, Gateshead College will improve participation and engagement in maths and English for learners without GCSE Grade 4, supporting improved achievement rates.	A. Improved maths and English achievement rates against 24/25 baseline. B. Improved participation and engagement against 24/25 baseline, measured through attendance.	A. Overall GCSE M&E achievement rate 93.1% (NR 82.8%). 2024/25 maths and English functional skills achievement rates are below: <table><tr><th></th><th>FS English</th><th>FS Maths</th></tr><tr><td>E1</td><td>94.1</td><td>76.6</td></tr><tr><td>E2</td><td>86.5</td><td>75.6</td></tr><tr><td>E3</td><td>71.4</td><td>73.9</td></tr><tr><td>L1</td><td>57.4</td><td>46.2</td></tr><tr><td>L2</td><td>52.9</td><td>22.9</td></tr><tr><td>ALL</td><td>63.7</td><td>62</td></tr></table> 2024/25 maths and English National functional skills achievement rates are below: <table><tr><th></th><th>NR English FS</th><th>NR Maths FS</th></tr><tr><td>E1</td><td>78.7</td><td>83.9</td></tr><tr><td>E2</td><td>83.6</td><td>85.2</td></tr><tr><td>E3</td><td>78.3</td><td>79.7</td></tr><tr><td>L1</td><td>61.8</td><td>46.9</td></tr><tr><td>L2</td><td>60</td><td>48.7</td></tr><tr><td>ALL</td><td>68.6</td><td>64.7</td></tr></table>		FS English	FS Maths	E1	94.1	76.6	E2	86.5	75.6	E3	71.4	73.9	L1	57.4	46.2	L2	52.9	22.9	ALL	63.7	62		NR English FS	NR Maths FS	E1	78.7	83.9	E2	83.6	85.2	E3	78.3	79.7	L1	61.8	46.9	L2	60	48.7	ALL	68.6	64.7	A. Achievement rates for learners without GCSE grade 4 in maths and English are above national rates. B. >80% attendance for maths and English.
	FS English	FS Maths																																											
E1	94.1	76.6																																											
E2	86.5	75.6																																											
E3	71.4	73.9																																											
L1	57.4	46.2																																											
L2	52.9	22.9																																											
ALL	63.7	62																																											
	NR English FS	NR Maths FS																																											
E1	78.7	83.9																																											
E2	83.6	85.2																																											
E3	78.3	79.7																																											
L1	61.8	46.9																																											
L2	60	48.7																																											
ALL	68.6	64.7																																											
4. By July 2027, Gateshead College will demonstrate full strategic and operational readiness for the introduction of V Levels and reformed technical and foundation qualifications from 2027, including curriculum planning in Digital, Education & Early Years, Finance & Accounting and Catering & Hospitality, staff development and learner guidance.	A. Clear learner pathways between A Levels, T Levels, V Levels and foundation routes. B. Staff training and readiness evidenced across curriculum areas.	A. A baseline is not applicable for this objective as it relates to future policy reform and the introduction of new qualifications from 2027. This is a readiness-based objective, with success measured through demonstrable milestones in curriculum planning, staff capability and learner pathways rather than performance data.	A. All learner pathways will be published and embedded in curriculum intent documentation, marketing materials and IAG resources with 100% of programmes demonstrating a clearly defined progression route. B. 95% of staff in targeted areas will have completed CPD in readiness for V Levels/ reformed qualifications.																																										

OBJECTIVE	MEASURES	24/25 BASELINE	26/27 OUTCOMES
5. By July 2027, Gateshead College will increase adult participation and progression into employment and/or further learning in priority sectors specifically digital, construction and engineering pathways aligned to regional investment.	A. Increased number of adults enrolling in priority sector provision (direct delivery). B. Increased % of learners progressing into employment and/or further study.	A. 1,173 adult learners enrolled in priority sector provision specifically digital, construction and engineering (direct delivery headcount). B. North East MSA target for 2026/ March 27 15%.	A. 1290 adult learners enrolling in priority sector provision, specifically digital, construction and engineering (direct delivery headcount). B. % of learners progressing into employment, further study is >5% above North East MSA benchmark.
6. By July 2027, Gateshead College will refocus apprenticeship provision on priority sectors aligned to LSIP and employer demand, reducing delivery in non-aligned areas, except where a clear local workforce or public service need is evidenced.	A. Reduction in non-aligned apprenticeship provision. B. Growth in apprenticeship starts in Digital.	A. 90% alignment to regional priorities. B. 20 apprenticeship starts in Digital.	A. > 95% alignment to regional priorities. B. Increase apprenticeship starts in Digital by 50% equating to 30 starts.

6.

PROGRESS AGAINST ACCOUNTABILITY AIMS 2025/26.

Accountability Statement Aim	Contribution to Meeting Regional / National Priorities	Outcome / Impact	Progress	RAG
1. Increase the digital skills of employees in the region.	● Hold employer events in the Digital Up North hub to showcase digital provision. ● Deliver digital employee training to upskill existing employees. ● Hub to be used for full time learners to access digital learning to prepare for employment.	● Deliver 10 employer events. ● Deliver 300 digital bootcamps.	Complete ● 169 Bootcamps to date. 100 Network Rail employees trained in AI. 20 NHS BSA employees trained in Leadership in Cyber and 100 DfE employees trained in Data Analytics. ● 17 employer events delivered. ● The Digital Up North Hub is now fully operational and supports a multitude of various activities from internal events such as roadshows, SMT presentations as well as corporate and external stakeholder meetings and events. Partner organisations such as North East MSA, NE Chamber of Commerce, local schools through the Girls into Tech events, other colleges and senior leadership groups. ● The space has been used by student groups and curriculum areas such as Business where learners develop digital marketing practices in partnership with employers. ● 300 full time learners participated in cyber escape room workshops in partnership with Northumbria Police.	

Accountability Statement Aim	Contribution to Meeting Regional / National Priorities	Outcome / Impact	Progress	RAG
2. Grow Higher Skills learning in key sectors.	● Increase level 4 learner numbers, prioritising HTQs. ● Source extended placements for HTQ students. ● Create a detailed plan for modular delivery in preparation for the Lifelong Learning Entitlement. ● Develop the HTQ in cyber security.	● Increase Level 4 HE learner numbers from 119 to 150.	Will not achieve – ● 129 learners on HE programmes in 2025/26. ● The college is preparing for the Lifelong Learning Entitlement (LLE) by transitioning towards a flexible, modular curriculum model, enabling learners to build qualifications over time. ● Introduced HN Flex units within the 2026/27 curriculum plan. ● Submission of an LLE application in July to secure approval and align systems. ● The Level 4 HTQ in Cyber Security has been validated and is now in active promotion.	
3. Increase numbers of T Level students whilst maintaining and improving quality of results.	● Deliver results in the top quartile nationally for T Level students. ● Increase T Level learner numbers. ● Monitor and align T Levels where qualifications are defunded, ensuring positive destinations for all students.	● Increase T Level numbers from 132 to 150. ● Maintain pass rate at >95%.	● Achieved. Recruited 188 students. ● Midas report indicates that VA score positions the college in top decile when compared to other GFE colleges ranking 13 out of 153. Puts the college in top 8% in the country. ● Where funding is planned for removal as per the L3 reforms, the college pivots to a model where T Levels will align and, in some cases, replace applied Gen L3 qualifications. This is planned at least 1 year in advance and monitored through quality assurance (DQR) measuring the impact and attainment.	
4. Increase the number of skilled learners entering the construction sector.	● Engage in the Construction Technical Excellence College initiative as an active partner. ● Deliver skills bootcamps in retrofit and modern methods of construction. ● Increase the range of full cost courses in plumbing, gas and electrical.	● Increase construction leavers from 578 to 650.	● Currently 661 leavers. ● 70 Retrofit/MMC bootcamps delivered. ● AM2 income increased by £40k. Developed a range of full cost courses to deliver in 26/27 using our new Energy Centre.	

Accountability Statement Aim	Contribution to Meeting Regional / National Priorities	Outcome / Impact	Progress	RAG
5. Increase the number of learners whose first language is not English achieving qualifications that prepare them for the world of work.	● Develop a clear understanding of challenges faced by ESOL learners through self assessment to increase pass rates. ● Implement a flexible assessment model aligned to learner need. ● Invest in additional targeted support for adult ESOL learners.	● Increase ESOL qualification achievement from 1,342 to 1,450. ● Increase ESOL achievement rate from 79% to 85%.	● Current ESOL achievement rate is 85.6%, exceeding the accountability statement target of 85%. ● Current achievements are 953 with a further 694 to complete. Confidence is high that we will exceed this target (71.6% achievement required of remaining learners). ● Increased collaboration between staff teams and curriculum redesign are supporting further improvements for 2026/27.	
6. Improve all learners' readiness for their positive next step in education and/or employment.	● Conduct a skills panel review for each curriculum area in the 2025/26 academic year. ● Implement employer feedback into tutorials and curriculum design. ● Increase work experience and industry placement opportunities. ● Pilot more flexible provision for learners struggling to engage in current education models.	● Increase work placement opportunities from 1,347 to 1,475. ● "The knowledge and skills I have learnt on my course are relevant and have prepared me for my future" >92%. ● End of year survey: "My learning programme was designed to give me the knowledge and skills for my future career" >93%.	● Skills panel reviews conducted in every curriculum area. ● Employer feedback has been implemented into the design of the college wide EDGE programme alongside subject specific feedback integrated into curriculum and tutorial design. ● 1493 Work placements completed and 285 planned. ● Adaptations to curriculum design have been piloted. Gateshead College has worked in collaboration with the North East Technical Education Group to research and design a response to improving engagement of learners who are NEET. This will be piloted in 2026/27 subject to approved funding.	

7. CORPORATION STATEMENT.

On behalf of Gateshead College, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 1st July 2026. The plan will be published on the college's website within three months of the start of the new academic year.



8. LINKS TO RELATED DOCUMENTS.

[Ofsted Report](#)

[North East LSIP](#)

[The North East Local Growth Plan](#)

[Financial Statements](#)





@GATESHEADCOLLEGE



@GATESHEADCOLLEGE

WWW.
GATESHEAD.
AC.UK