

Be Bold, Be Brave,
Be Exceptional



Inspire
Education Group

ACCOUNTABILITY STATEMENT



o 2026 - 2027

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WELCOME

Inspire Education Group (IEG) is a fantastic place to study and work. Our mission shapes everything we do ‘to transform lives through inspirational and innovative learning’. This mission is more than a statement, we live by it every single day, placing our students, staff and our communities at the very centre of what we do. We are relentless in our approach to do our absolute best for the communities and employers we serve.

This statement details how we will continue to meet the needs of our students, staff, stakeholders, employers and the wider community.

It is aligned to our new strategy ‘Be Bold, Be Brave, Be Exceptional’ and our curriculum strategy. I am delighted to share with you our annual Accountability Statement.

Rachel Nicholls
Principal and Chief Executive Officer



OUR VISION, MISSION AND VALUES

Our vision is to be an exceptional learning organisation, empowering your future.

Our mission is to transform lives through inspirational and innovative learning.

 **Inspire**
Education Group

- I** Innovative
- N** Nurturing
- S** Sustainable
- P** Passionate
- I** Inclusive
- R** Respectful
- E** Excellent

PURPOSE

The Inspire Education Group (IEG) mission is to ‘transform lives through inspirational and innovative learning’.

IEG was formed in August 2020, following the merger between Peterborough Regional College, now known as Peterborough College, and New College Stamford, now known as Stamford College. IEG is a large and successful provider of Further and Higher Education in Cambridgeshire and Lincolnshire. IEG operates its Higher Education provision through University Centre Peterborough, a wholly owned subsidiary company. IEG also delivers specialist commercial training, such as accountancy qualifications via Anglia Professional Training and Gas Centre certification for local, regional and national employers.

IEG works effectively with Cambridge and Peterborough Combined Authority (CPCA) and The Greater Lincolnshire Combined County Authority (GLCCA) to support their strategic skills plans in their regions. IEG has been included in strategic discussions to help shape local skills improvement plans specifically relating to priority sectors and meeting local skills needs. Working with these key stakeholders brings many opportunities to provide innovative and flexible skills development to meet student, employer and stakeholder needs.

As an organisation we are determined to make a positive difference to the employers and communities we serve.

We do this by:

- Creatively designing solutions and curriculum to meet particular challenges and needs.
- Developing highly effective relationships and being a reliable partner who always delivers.
- Seeking opportunities and ways to share practice across the regions.
- Ensuring we are aspirational for all our students.

As a Group, IEG promotes ‘Careers, not Courses’ and is well positioned to support all students to have a clear progression pathway into their chosen careers. A well-planned careers programme, underpinned by strong and effective relationships with employers, is key to enabling students to access local and national apprenticeship opportunities.

In March 2023 IEG received an overall ‘Good’ judgement from Ofsted, rated ‘Good’ in six areas and ‘Outstanding’ in two areas, Adult Learning Programmes and provision for learners with high needs. IEG was also recognised by Ofsted for making a ‘strong’ contribution to meeting local, regional and national skills needs.



Be Bold, Be Brave, Be Exceptional.

Our vision is to be an exceptional learning organisation, empowering your future.

Our mission is to transform lives through inspirational and innovative learning.

I Innovative
We are enterprising, responsive and adaptable.

N Nurturing
We are supportive, caring and friendly.

S Sustainable
We deliver strong finances that support reinvestment and environmental gains.

P Passionate
We are ambitious, inspirational and aspirational.

I Inclusive
We provide opportunities for all, respecting and celebrating the diverse communities we serve.

R Respectful
We promote high standards through a culture of challenge, support and professionalism.

E Excellent
We always deliver the very best that we can.

PRIORITY 1
Continuously Evolve Our Curriculum
Anticipate future job markets, equip students with cutting-edge skills for lifelong success.

PRIORITY 2
Inspire and Engage Students
Deliver exceptional teaching and learning so students achieve their full potential.

PRIORITY 3
Harness Technology
Unleash the power of digital technology in everything we do.

PRIORITY 4
Champion Equality, Diversity and Inclusion
Forge a truly inclusive organisation where everyone has equality of opportunity to succeed.

PRIORITY 5
Create Campuses of the Future
Transform our estate into vibrant hubs of learning, community and innovation, with cutting-edge spaces that inspire.

PRIORITY 6
Cultivate a Thriving Workforce
Create an exceptional culture where wellbeing is prioritised and staff feel valued, engaged and empowered.

PRIORITY 7
Lead the Way in a Sustainable Future
Become a pioneering force in environmental sustainability. Embed eco-consciousness across our organisation, inspiring future generations to be responsible stewards of the planet.

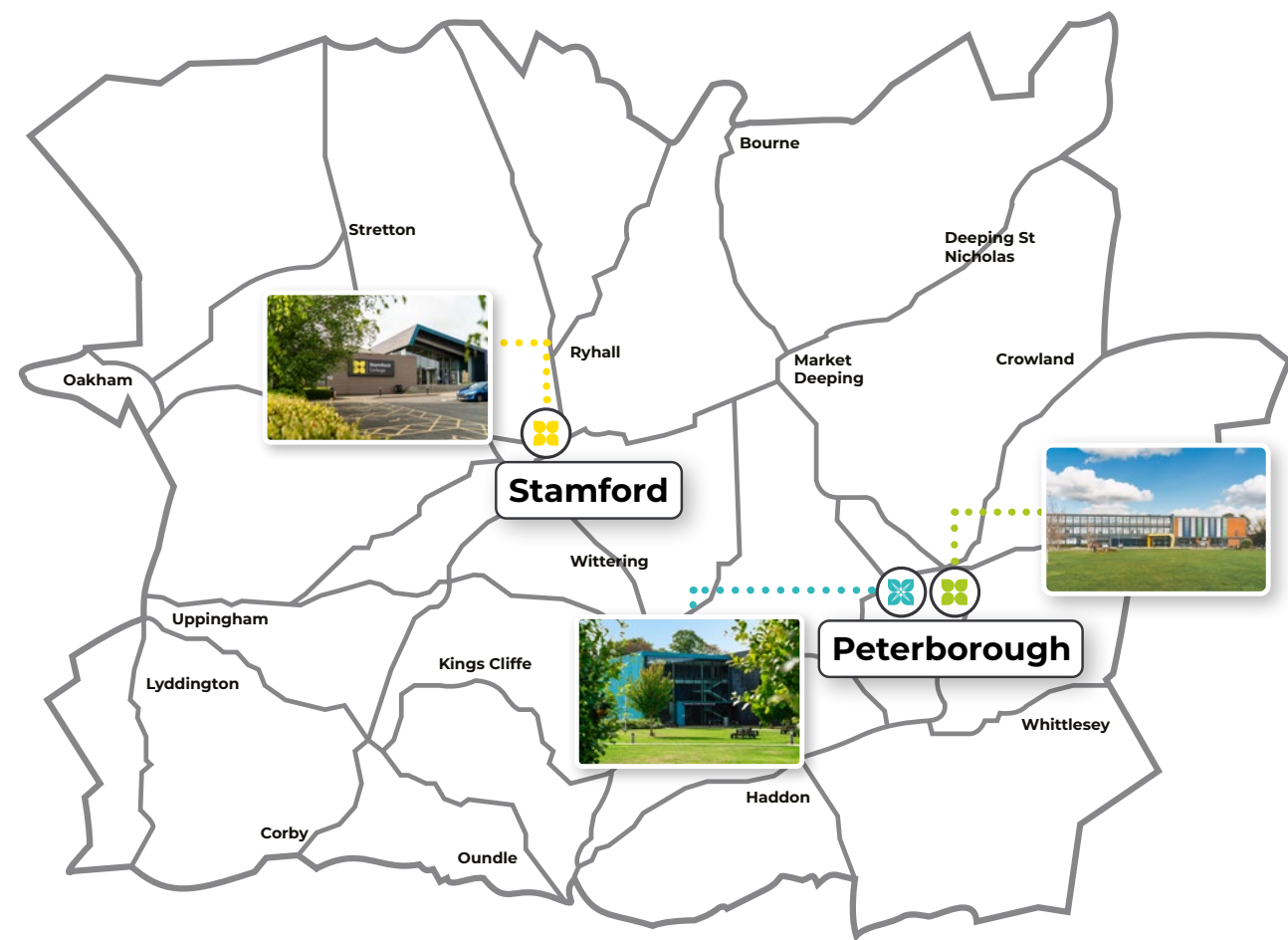
PRIORITY 8
Empower Communities
Become a catalyst for positive change, inspiring individuals, communities and businesses through our expertise, partnerships and innovative programmes.

PRIORITY 9
Maintain a Sustainable Financial Future
Grow and diversify our income, ensuring financial resilience for investment in our people and campuses.

CONTEXT AND PLACE: THE COMMUNITIES WE SERVE

Inspire Education Group is a large general Further Education college group and comprises Peterborough College, Stamford College and University Centre Peterborough. IEG delivers to around 12,000 learners and provides clear pathways for progression from Pre-Entry to Level 7 postgraduate study.

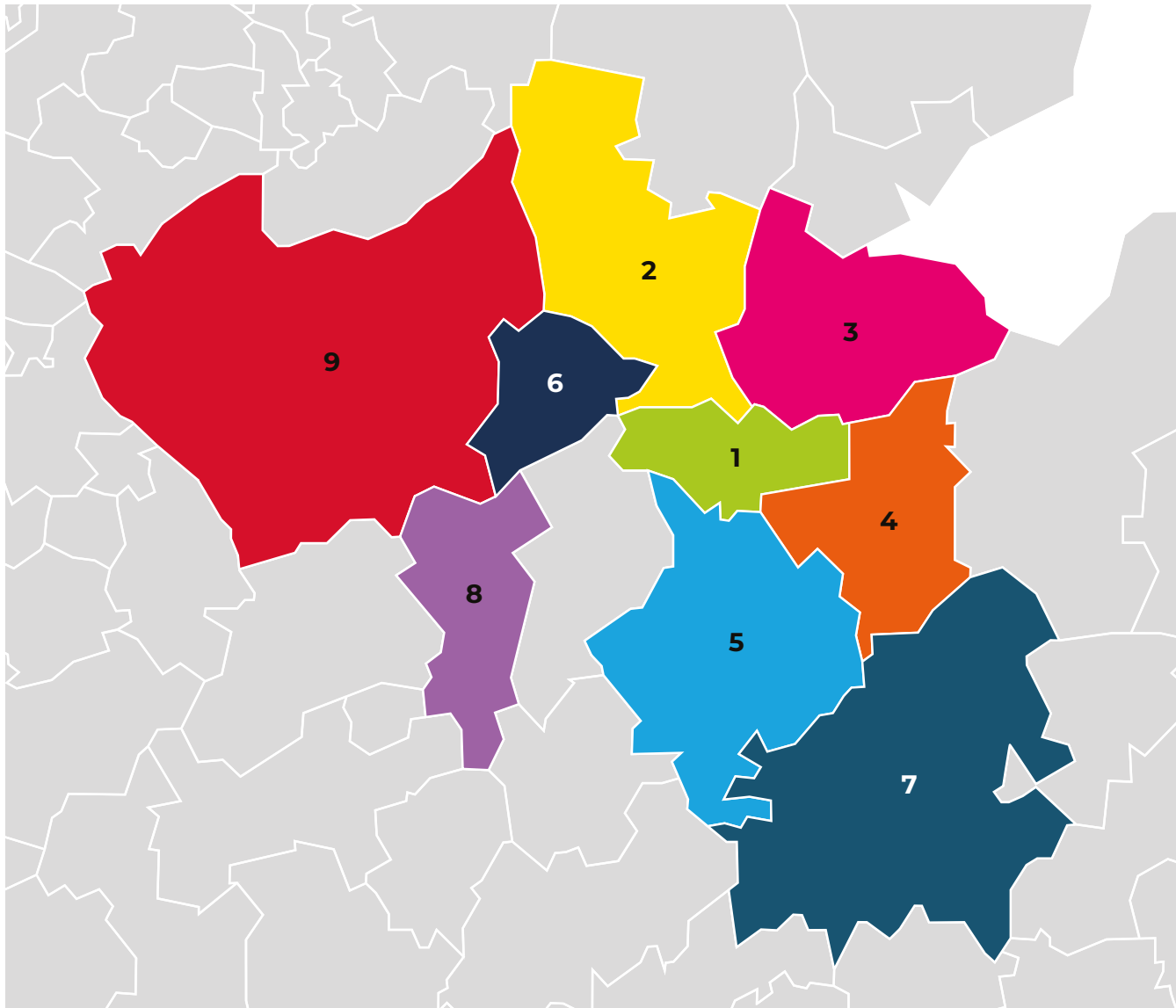
This includes substantial community engagement serving a wide catchment area extending into five local authorities: Southern Lincolnshire, Peterborough, Cambridgeshire, Rutland, Leicestershire and Northamptonshire.



Transport limitations in our rural catchment areas across Greater Peterborough, Southern Lincolnshire, Fenland and Rutland makes accessing education and training difficult for some individuals. We heavily subsidise College transport to enable learners to access and attend their study programme.

In terms of travel to learn, the following map shows where the majority of our learners travel from.

Local Authority	% of students
1. Peterborough	48%
2. South Kesteven District	13%
3. South Holland District	11%
4. Fenland District	5%
5. Huntingdonshire District	5%
6. Rutland	3%
7. Cambridgeshire District	1%
8. North Northamptonshire	1%
9. Leicestershire	1%
Other	12%



QUALIFICATIONS OF LOCAL POPULATIONS

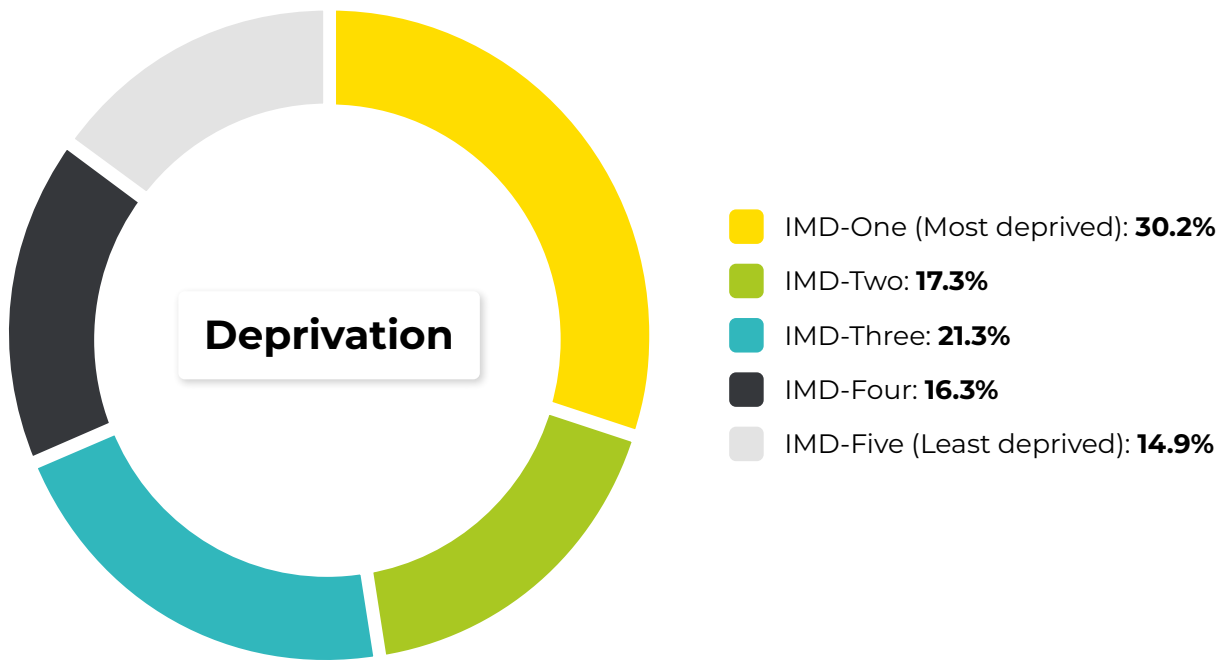
In terms of qualifications, Peterborough has lower educational attainment when compared to South Kesteven, see table 2.

Table 2 - Highest Level of Qualification

	South Kesteven %	Lincolnshire %	Peterborough %	Cambridgeshire %
Other qualifications	2.7	3.1	3.7	2.5
NVQ4 and above	30.1	25.6	26.2	39.8
NVQ3 and above	18.0	18.5	15.4	16.6
Apprenticeship	6.5	6.0	5.5	4.9
NVQ2 and above	15.5	13.9	14.4	12.2
NVQ1 and above	10.5	10.4	12.3	8.9
No quals	16.9	19.5	22.4	15.1

(Source NOMIS Census 2021)

PROPORTION OF IEG LEARNERS FROM DISADVANTAGE NEIGHBOURHOODS (IMD)



IEG operates within a region of significant socio-economic challenge, with Peterborough ranking 51st out of 296 local authorities for relative deprivation. This deprivation directly impacts local youth economic activity; Peterborough’s NEET (Not in Education, Employment, or Training) rate for 16 and 17-year-olds has reached 5.4%, sitting significantly above both the Cambridgeshire average (3.4%) and the national average (3.4%). Reflecting these acute regional needs, 47% of our current learners reside in the nation’s most deprived areas (IMD Deciles 1 and 2).

In alignment with the Combined Authority’s Youth Employment Strategy, IEG is purposefully designing curriculum pathways and robust support frameworks to tackle the root causes of this economic inactivity particularly addressing mental health, learning difficulties, and barriers to inclusion to drive social mobility and transition vulnerable young people into sustainable local employment.

Our geographical reach and varied markets and communities that we serve mean that we are deliberately broad in our offer in terms of vocational and technical courses and academic A Level subjects. We serve rural and urban areas, and prosperous and deprived communities.

We serve over 5,780 full-time students (2025/26), offering pathways from Entry Level to Level 3 across academic and vocational disciplines. Our curriculum reflects the specific needs of our catchment areas:

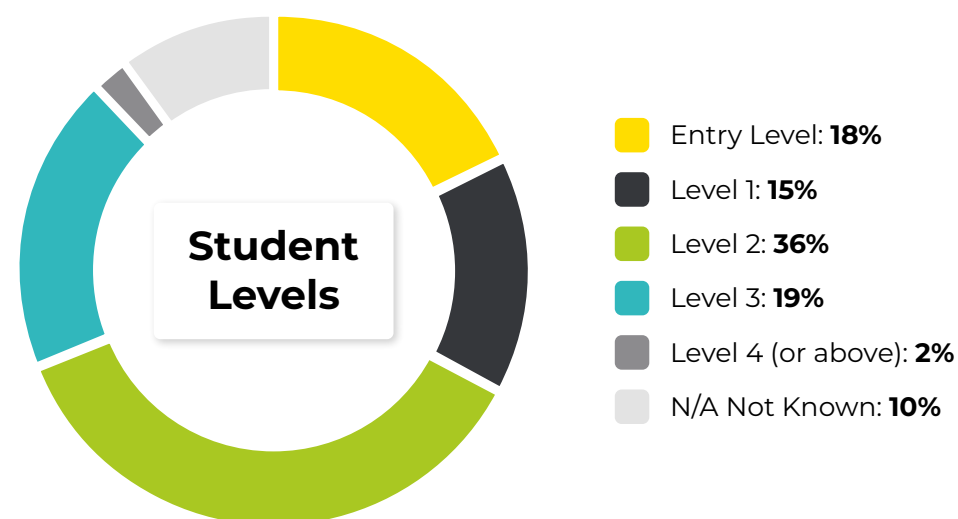
- **Stamford College:** Focuses on a significant Level 3 offer, aligning with local school performance and GCSE attainment.
- **Peterborough College:** Delivers high volumes of Entry Level, Level 1, and Level 2 qualifications. It also hosts significant adult provision, targeting retraining and unemployment, alongside extensive ESOL, English, and maths support for local residents, including asylum seekers and refugees.

IEG demonstrates a strategic commitment to our most disadvantaged students through the iHub at Stamford, offering tailored, individualised support to retain learners in education and through The BRDG in Peterborough, a hub opened in May 2026 to re-engage young people who are NEET supporting them back into education, employment or training.



OUR STUDENTS

12,229 students studied with the Inspire Education Group during 2025-2026.



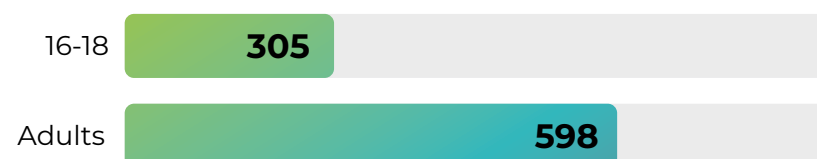
IEG Full-Time Students: 5,780



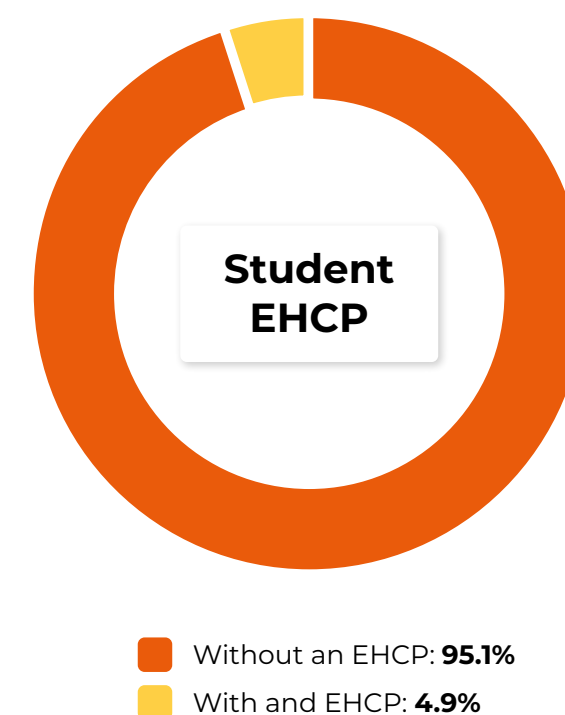
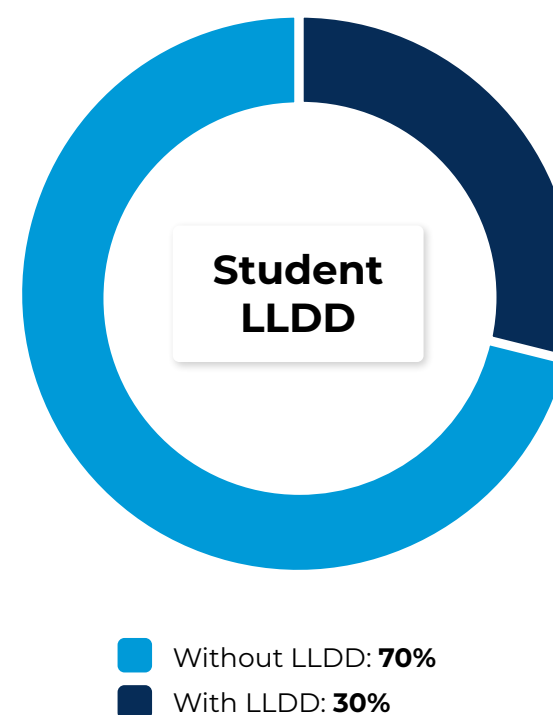
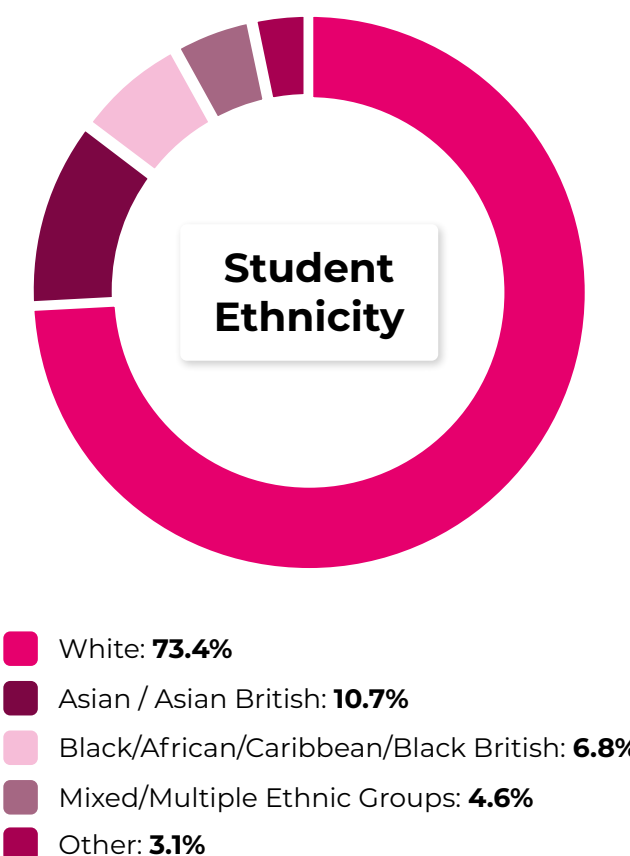
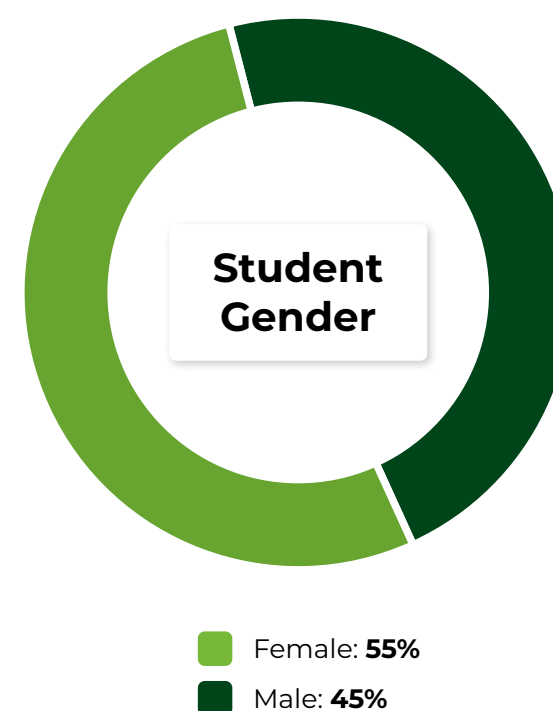
IEG Part-Time or Distance Learning Students: 5,083



IEG Apprentices: 903



IEG Higher Education Students: 463



OUR ACHIEVEMENT AND IMPACT

91%

of our students **would recommend** the College to others.

Source: Full-time study programme end of year survey 2025-26.

93%

of our students positively progressed into Further Education, Employment, Apprenticeships or Training.

Source: 16-19 Purlos Destination Survey Results - June 25 Leavers: January 2026

90%

of students believe the knowledge and skills they have learnt on their course have **prepared them for their intended next steps** or career pathway.

Source: Full-time study programme end of year survey 2025-26.

95%

of students **feel safe** when attending College.

Source: Full-time study programme end of year survey 2025-26.



This year, **over 360 students progressed to university**, with many securing places at top institutions. At the same time, students have **successfully moved into employment and apprenticeships**, using the skills and experience they developed with us.

Source: Purlos Destination Survey Results June 25 Leavers: January 2026



APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

KEY STAKEHOLDERS AND EMPLOYER ENGAGEMENT

IEG is deeply embedded within the regional skills landscape, maintaining active partnerships with over 1,000 organisations to strengthen the regional workforce. Employer engagement is the cornerstone of our growth and is central to fulfilling our public duty under the Skills and Post-16 Education Act 2022.

We actively collaborate with employers to understand their current challenges and future requirements, ensuring our curriculum remains agile and responsive. This industry insight, supported by tools such as Vector, directly informs our curriculum design, guaranteeing that our learners gain the skills needed for construction, digital, clean energy, and manufacturing sectors. We also prioritise English and maths as foundational skills for future life opportunities.

Industry Advisory Boards (IABs)

We facilitate nine active IABs to ensure our provision aligns with evolving sectoral needs:

- Engineering and Manufacturing
- Construction

- Digital
- Health and Care
- Education
- Professional Services
- Clean and Low Carbon
- Peterborough Catering Association
- Peterborough Tourist Board

Strategic Partners

Our strategy is shaped by ongoing input from key regional partners:

- Regional Authorities: Cambridgeshire and Peterborough Combined Authority (CPCA), Greater Lincolnshire Combined County Authority (GLCCA), Peterborough City Council.
- Business Representatives: Cambridgeshire Chamber of Commerce, Federation of Small Businesses, Lincolnshire and Rutland Chamber of Commerce, Greater Lincolnshire Local Enterprise Partnership (GLLEP), Opportunity Peterborough.
- Public/Community Services: NHS, Department for Work and Pensions (DWP), Job Centre Plus, Peterborough Citizens.

STRATEGIC PLANNING AND LSIP ALIGNMENT

Our curriculum intent directly supports the strategic priorities of both the CPCA and GLCCA. IEG has played a significant role in developing and delivering Local Skills Improvement Plans (LSIPs), working closely with the Cambridgeshire Chamber of Commerce (the Employer Representative Body for CPCA) and the Federation of Small Businesses (for Greater Lincolnshire).

The Group Executive team developed the 2026/27 objectives outlined in this statement. Our process involved:

1. Performance Review: A rigorous RAG-rated assessment of progress against 2025/26 targets.

2. Target Setting: Carrying forward successful initiatives and establishing new, emerging priorities to meet regional demand.

3. Stakeholder Integration: Leveraging relationships with devolved authorities to secure the capital and revenue funding required to deliver high-impact projects.

Our strategic commitment is to act as an anchor institution, valued as a reliable, innovative, and impactful partner. IEG is now fully integrated into the local communities we serve, ensuring we deliver meaningful outcomes for our students and the regional economy.

INDUSTRY PARTNERS



NATIONAL PRIORITIES

Informed by the Post-16 Education and Skills White Paper and the Industrial Strategy, IEG aligns its curriculum planning with national economic and skills priorities.

We actively prioritise the expansion of high-quality pathways within the White Paper's core growth sector, specifically digital and artificial intelligence, engineering, construction and defence.

IEG ensures our educational provision directly answers employer demand, addresses skills shortages, and accelerates career readiness.

Guided by the strategic directives of Skills England, our curriculum strategy will plan to implement a flexible, modular design to integrate seamlessly with the Lifelong Learning Entitlement (LLE), while expanding technical offerings at Levels 4 and 5 in 2026/27.



REGIONAL PRIORITY SECTORS

The Cambridgeshire and Peterborough Combined Authority (CPCA) focuses on six primary industrial and innovation sectors to drive economic growth, job creation and global competitiveness in the region. These priority sectors form the core of the region's Local Growth Plan. Capitalising on its strategic position within the Ox-Cam and London Innovation Corridors, the CPCA has identified:

Core Sector Priorities:

- Life Sciences
- Advanced Manufacturing and Materials
- Digital Technologies
- Defence
- Agri-Food Tech
- Energy and Clean Tech

Foundational Economy Sector Priorities:

- Adult Social Care
- Education and Childcare
- HGV
- Construction

The ERB (Federation of Small Businesses) has identified a series of growth and foundational sector priorities in the Greater Lincolnshire LSIP. These have been drawn from the UK's Modern Industrial Strategy and Greater Lincolnshire Combined County Authority (GLCCA). All of the sector and cross-cutting skills needs have identified and reinforced by the ERB through extensive employer consultation and local labour market and economic intelligence:

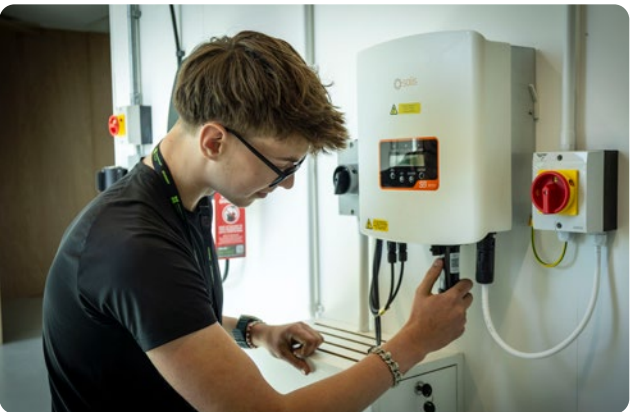
Core Priority Sectors:

- Agri-Food and Agri-Tech
- Energy
- Manufacturing
- Defence and Security

Enabling and Foundational sectors:

- Health and Adult Social Care
- Construction
- Visitor Economy

A number of sector-agnostic skills needs have been identified and developed. These are around employability and essential skills, digital, data and AI awareness, people management skills and navigating the local skills system and Greater Lincolnshire's rurality.



IEG DELIVERY AGAINST PRIORITY SECTORS

	IEG Delivery	National priority	CPCA Priorities	GLCCA Priorities
Construction	•	•	•	
Advanced Manufacturing	•	•	•	•
Digital and Technology	•	•	•	
Health and Adult Social Care	•	•	•	•
Haulage and Logistics	•		•	•
Engineering	•			
Science and Mathematics	•			
Education and Professional Services	•		•	
Agri-Tech and Food			•	•
Life Sciences	•	•	•	
Visitor Economy	•			•
Clean Energy Industries	•	•		•
Defence	•	•		•
Creative Industries	•	•		
Financial Services	•	•		
Professional and Business Services	•	•		

As a large general Further Education college group, IEG's strategies plan ensures provision in the majority of these priority sector areas. Volume of delivery varies between priority sectors. Our curriculum aligns to local and national priorities, with particular strengths in:

- Digital and Creative Industries
- Advanced Manufacturing and Engineering Construction and the Built Environment
- Health, Public Services and Care
- Business and Professional Services

We have responded to economic needs by increasing provision in areas of high skills demand and developing specialist facilities such as our Modern Methods of Construction centre, Clinical suites and Green Skills Centre. Our £13.5M Centre for Green Technology is designed to address the UK's green skills shortage.

In close consultation with industry, the Centre supports full-time students, apprentices, and adult learners.

We provide high quality training designed to upskill industry professionals and retrain adults seeking new career paths. Through full cost courses and funded bootcamps, we prepare learners for immediate employment in rapidly growing green technologies, including electric vehicle (EV) charging, air and ground-source heat pumps, battery storage, solar PV and solar thermal. Our courses are delivered in partnership with leading industry manufacturers such as Worcester Bosch, Warmflow and Vaillant.

Our curriculum strategy remains aligned with these national priorities, ensuring that the skills are strategically targeted to meet the specific demands of these frontier industries, addressing barriers to recruitment and fostering opportunities for the workforce of the future.

Following a comprehensive review of our curriculum provision and local market demand, IEG has made the strategic decision to withdraw a select number of T Level courses for 26/27 due to low recruitment numbers. This adjustment forms a key part of our broader qualification reform and strategic transition planning.

Moving forward, IEG will continuously review and balance our Level 3 T and V Levels and new Level 2 to ensure our pathways continue to offer progression either to further study or to skilled employment opportunities.

In 2025-26 IEG offered the following T Level Provision:

Subjects 2025-26	Y1	Y2	Total	T Level Pathway Delivery 2026/27
Animal Care and Animal Management	36	15	51	✓
Management and Administration (Business Support)	16	27	43	✓
Management and Administration (Team Leadership / Management)	13	22	35	
Education and Childcare (Assistant Teaching)	6	1	7	✓
Education and Childcare (Early years Educator)	57	40	97	✓
Building Services Engineering for Construction (Electrical Installation)	18	53	71	✓
Engineering, Manufacturing, Processing and Control	7	4	11	✓
Health (Adult Nursing)	39	37	76	✓
Health (Supporting Mental Health)	0	14	14	✓
Digital Support Services	0	11	11	✓
Media, Broadcast and Production (Content Creation and Production)	0	4	4	
Science	8	8	16	
Building Services Engineering for Construction (Plumbing and Heating)	0	5	5	
Design, Surveying and Planning for Construction	4	5	9	
Total	218	270	488	

INCLUSIVE CURRICULUM

In March 2023, IEG was judged ‘Outstanding’ for our provision for learners with high needs. Inspectors noted that: “Students in receipt of high-needs funding have an exceptionally positive experience at the College. Leaders and managers are extremely ambitious for students to achieve positive outcomes and participate fully.”

Our inclusive approach and broad curriculum spanning Supported Internships and Entry Level Courses through to Level 7 ensures we consistently enhance the opportunities and experiences of all learners and apprentices, in particular those who are most disadvantaged. Building on this established good practice in 2026/27, IEG will strategically deploy mainstream inclusion funding to transition towards the reformed SEND system. We will utilise this funding to drive systemic change across three key pillars:

- Workforce development and high quality pedagogy:** We will invest in staff CPD and targeted support resources to deliver high-quality, adaptive teaching. All teaching staff will receive specialised professional development in trauma informed practice and neurodiversity. By embedding inclusive strategies directly into lesson planning, curriculum design and classroom observations we will empower educators to deliver exceptional universal (Wave 1) accessible learning as a mainstream practice, alongside specialist CPD for targeted, group-specific needs.

- Inclusive decision making and transition management:** We will research and develop advanced approaches to accessible learning environments, specially focusing on the collaborative challenges faced during transitions from pre-16 education. A primary objective will be reducing the numbers of learners with needs who have not been identified with an EHCP or HNS funding who leave mainstream early in the year. To effectively manage this, additional investment will be targeted at enhancing the strategic capability and professional development of College leaders and managers.
- Regional networks and communities of practice:** IEG will actively develop and participate in regional support networks and communities of practice. In collaboration with the local authorities and wider educational ecosystem, we will share and evolve evidence informed approaches and targeted interventions across all stages of the student journey. IEG will actively develop and participate in regional support networks and communities of practice.



TARGETS 2026/27

Our curriculum and skills focused targets for 2026/27 are aligned to our strategic priorities:

STRATEGIC PRIORITY 1

Continuously Evolve Our Curriculum

Anticipate future job markets, equip students with cutting-edge skills for lifelong success.

STRATEGIC PRIORITY 2

Inspire and Engage Students

Deliver exceptional teaching and learning so students achieve their full potential.

STRATEGIC PRIORITY 3

Harness Technology

Unleash the power of digital technology in everything we do.

STRATEGIC PRIORITY 4

Champion Equality, Diversity and Inclusion

Forge a truly inclusive organisation where everyone has equality of opportunity to succeed.

IEG Strategic Priority	Objective/SMART Target 26-27	Contribution towards National/ Regional and Local Priorities
Priority 1: Continuously Evolve Our Curriculum <i>Anticipate future job markets, equip students with cutting edge skills for lifelong success</i>	Green Skills Aim 1: Develop a green skills curriculum offer within our centre for Green Technology preparing students for careers that meets the needs of national priorities and regional employers. - Launch new full-cost industry short courses in air source heat pumps, ground source heat pumps and solar energy systems through the Centre for Green Technology with a target of 100 students in 2026/27. - Embed additional content of green skills technologies and/or retrofit qualification into Entry Level, Level 1 and Level 2 construction programmes, providing additional knowledge to circa 400 students. - Launch a new adult offer in Level 2 Retrofit for October 2025 and January 2026 enrolment, with student target of 40 (2 x 20 cohorts). Defence Aim 2: Develop a Defence Academy in partnership with Lincoln College under the Defence TEC framework. Digital Aim 3: To introduce new pathways within the Digital sector that better serve the current needs of the industry and skill shortages, including Coding and AI. - Technical Excellence Colleges Partnership Bids: Collaborate and grow provision/activity within the Digital and Defence sectors. Aim 4: Further develop employer-led curriculum initiatives and expand direct adult education delivery across Lincolnshire. - Launch new Skills Bootcamp Provision. - Grow Adult provision in response to Greater Lincolnshire LSIPs in the following; HGV, Leadership and Management, Fork lift truck, PCV and Motor Vehicle.	Industrial Strategy identified Eight growth-driving sectors: - Advanced manufacturing - Clean energy industries - Creative industries - Defence - Digital and technologies - Financial services - Life sciences - Professional and business services Plus 2 additional priority sectors: - Health and adult social care - Construction (focused heavily on housebuilding to meet housing targets) Skills England and LSIPS identify demand in these priority occupations: Advanced Manufacturing and Engineering: Backed by substantial funding packages, the focus is on high-tech production, robotics, and aerospace. Digital, AI, and Technologies: Driven by TechFirst investments, critical skill needs include artificial intelligence literacy, cybersecurity, and data analytics. Clean Energy and Defence: Pivotal areas require specialised technical expertise to drive the green transition and modern defence sectors. Creative Industries and Life Sciences: Supporting high-growth intellectual, design, and scientific development. Construction, Health, and Care: Essential workforces needed to clear national infrastructure and public service backlogs.

IEG Strategic Priority	Objective/SMART Target 26-27	Contribution towards National/ Regional and Local Priorities
Priority 1: Continuously Evolve Our Curriculum <i>Apprenticeship Expansion</i>	Aim 5: Increase our Apprenticeship offer by working closely with our Employer Boards, ensuring programmes meet the evolving needs of industry and provide a clear pathway to skilled employment. - Introduce a minimum of 4 new Apprenticeship pathways in Data Analyst, Digital Support, Low Carbon Heating, Safeguarding Support. - Introduce new Apprenticeship modules with a focus on high tech areas such as AI, Digital and Engineering aligned to regional skills shortages. - Increase the number of Apprenticeship starts by 8%. - Strengthen employer engagement and secure formal partnership agreements with a minimum of 12 anchor employers across priority sectors.	National Apprenticeship priorities focus heavily on driving economic growth, supporting young people at the start of their careers, and bridging critical skills gaps.
Priority 1: Continuously Evolve Our Curriculum <i>Higher Education</i>	Aim 6: Expand our Higher Education offer through Higher Technical Qualifications and Lifelong Learning Entitlement (LLE), providing a seamless pathway for career advancement. - Design, validate, and launch 3 new modules at Levels 4–6 by December 2026, ensuring they align with regional priority skills gaps, in: Electrical Engineering, Mechanical Engineering and Applied Computer Science in order to enrol at least 20 Lifelong Learning learners for the first term of delivery starting in January 2027. - Increase the progression rate of Level 3 learners moving into Level 4/5 pathways within IEG by 20% for the 2026/27, supported by targeted internal progression campaigns.	The national target to get 2/3 of young people participating in higher level learning including academic, technical or apprenticeships by the age 25.

IEG Strategic Priority	Objective/SMART Target 26-27	Contribution towards National/ Regional and Local Priorities
Priority 2: Inspire and Engage Students <i>Deliver exceptional teaching and learning so students achieve their full potential</i>	Aim 7: Equip all students with essential employability and transferable skills through targeted industry experiences, ensuring they are work ready and prepared to progress into employment or further learning. - Industry Placements - Ensure 100% of T Level students complete a meaningful IP by developing innovative employer partnerships and structured, employer-led projects in year 1 to build skills before students go out in year 2. - Increase the number of Level 3 students who take part in high-quality work experience activities and opportunities. - Ensure that all Entry, Level 1 and Level 2 16-19 study programme students gain core transferable skills through a minimum of three employer activities through a combination of: - Work experience or Live brief - Participation in skills competitions - Guest Speaker - Industry visit - Embed digital skills: Integrate AI and digital literacy into all study programmes to support work readiness.	Employability and transferable skills are a key priority in the LSIP, and continue to be cited by employers regionally as a key area of skills needed including communication, team work, self management, resilience and digital / AI skills.
Priority 2: Inspire and Engage Students <i>Student Achievement</i>	Aim 8: Deliver exceptional teaching and learning so students achieve their full potential in English, maths, Vocational and Apprenticeship programmes. - Improve Apprenticeship Achievement rates from 60% to 65% in 2026/27. - Improve attainment in GCSE and Functional Skills English and maths. - Reduce the attendance gap between vocational areas and English and maths to no more than 10%.	Directly addresses the DfE's national priority to reverse the decline in essential English and mathematics participation, ensuring learners are fully funded up to Level 2.

IEG Strategic Priority	Objective/SMART Target 26-27	Contribution towards National/ Regional and Local Priorities
Priority 4: Champion Equality, Diversity and Inclusion <i>Forge a truly inclusive organisation where everyone has equality of opportunity to succeed</i>	Aim 9: Maximise the impact of mainstream inclusion funding across Inspire Education Group by embedding inclusive practice within curriculum delivery, improving outcomes for SEND and disadvantaged learners. - Develop an Inclusion Strategy and ensure it is published on the IEG website by 31 Dec 2026 demonstrating how the inclusive mainstream fund will be deployed to transition towards the SEND reform. - Inclusive Teaching: By July 2027, ensure 100% of curriculum staff complete CPD on adaptive teaching and neurodiversity. - Digital Inclusion: Implement a 'Digital Inclusion' baseline across all study programmes by December 2026, ensuring 100% of students have access to and are trained in core assistive technologies.	In response to the DfE SEND reform and the Inclusive mainstream fund.
Priority 8: Empower Communities	Aim 10: Work in partnership with stakeholders to ensure those furthest from employment have access to educational opportunities that empower them to succeed and contribute to reducing NEET. - Deliver as part of the Youth Guarantee Trailblazer project 'Community Navigators Project'. - Increase activity out of The BRDG by working with partners to create and deliver a programme of support that meets the needs of NEET and signposts them into clear pathways into work and learning. - Explore a partnership opportunity with Citizen Hub operating from the BRDG from January 2027.	The region is currently one of eight UK areas piloting the government's Youth Guarantee Trailblazer. The CPCA has created a Youth Employment Strategy that will address the region's growing number of young people who are NEET. NEET rates in CPCA are rising for third consecutive year, unemployment rate for 16 and 17-year-olds has hit 5.4% – well above the national average.

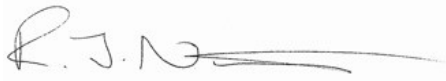
CORPORATION STATEMENT

On behalf of the Inspire Education Group Corporation, it is hereby confirmed that the group plan, as set out above, reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting 7 July 2026. The corporation confirms that IEG's accountability statement has fulfilled the statutory local needs duty. The statement will be published on the Group's website within three months of the start of the new academic year and can be accessed from the following link www.ieg.ac.uk.

Chair of Governors – David Pennell



Principal/Chief Executive and Accounting Officer – Rachel Nicholls



Dated: 7 July 2026

Supporting Documentation

Links to other key documents that are referenced or directly related to IEG's annual Accountability Statement:

- [Inspire Education Group Strategic Plan - 2024-2030](#)
 - [IEG Financial Statements 2024-25](#)
 - [IEG Ofsted Inspection Report - March 2023](#)
 - [Greater Lincolnshire LEP Priority Sector Growth Areas](#)
 - [Cambridgeshire and Peterborough Combined Authority Employment and Skills Strategy 2022](#)
 - [LSIP – Greater Lincolnshire Emerging Priorities](#)
- [LSIP – Cambridgeshire and Peterborough Emerging Priorities](#)
 - [IEG Annual Report - 2024-25](#)
 - [Accountability Statement - 2025-26](#)
 - [The UK's Modern Industrial Strategy November 2025](#)
 - [FSB LSIPs Leading the Way in Local Skills Improvement Plan](#)

REGIONAL COLLABORATION

Greater Lincolnshire Collaborative Accountability Statement

Colleges and training providers across Greater Lincolnshire collaborate to leverage funding and address regional skills needs. The region comprises 1.12 million residents with an aging demographic (23.6% over 65). The economy is characterised by 40,560 enterprises, 98% of which are micro or small businesses. While employment sits at 75.4%, we face a deficit in high-level qualifications. Only 34.2% hold a degree, significantly trailing the national average of 48.0%.

KEY COLLABORATIVE PROJECT

Over the past year colleges and providers in Greater Lincolnshire have continued to explore employer-driven collaborative project opportunities. A Collaborative Projects Group (Lincolnshire Colleges) has been established to maintain momentum. In the last year, colleges have been working together on the replacement for the ESOL offer within the region in response to the policy shift by the Greater Lincolnshire Combined County Authority due to come in force from 2027.

Colleges are working together to design a new, integrated syllabus that merges English language development with functional employment literacy. The goal is to build an alternative framework before the 2027 change, ensuring that everyone, regardless of background, has access to essential communication skills.

LOCAL SKILLS IMPROVEMENT PLAN

The Local Skills Improvement Plan (LSIP) delivered by the Federation of Small Businesses (FSB) in partnership with the Greater Lincolnshire Combined County Authority (GLCCA) focuses on structural demands through to 2029. The work is centred on three core strategic themes to bridge the gap between education and the local economy:

- Focusing on Priority Growth Sectors
Aligning training directly to agri-tech, clean energy / decarbonisation, advanced manufacturing, defence, and ports / logistics.
- Cultivating Essential Soft Skills
Eradicating the widespread struggle to recruit workers with adequate communication, teamwork, and localised resilience traits.
- Industry-Standard Instructor Knowledge
Ensuring technical tutors hold up-to-date industry experience to teach modern automation, robotics, and industrial digital systems.



Greater Lincolnshire Collaborative Accountability Statement





Peterborough College

www.peterborough.ac.uk

0345 872 8722



Stamford College

www.stamford.ac.uk

01780 484300



University Centre Peterborough

www.ucp.ac.uk

01733 214466

*This document can be
made available in large
print, audio, and Braille.
Translation can also be
available upon request.*



Greater Lincolnshire Collaborative Accountability Statement



DN COLLEGES GROUP



Regional Collaboration Addresses Employment and Skills Needs

For many years, colleges and independent training providers within Greater Lincolnshire areas have collaborated on projects designed to meet the needs of local people and industry. The importance of collaborative working has long been recognised as a primary means of leveraging capital and revenue funding. This collective approach develops the advanced learning resources required to fuel the unique needs of the regional economy.

The Greater Lincolnshire region is home to a total resident population of approximately 1.12 million, with a core working-age group (aged 16–64) of 665,700. While urban hubs like Lincoln and Scunthorpe maintain a steady core of working-age residents, the wider county and coastal areas face a rapidly aging population. Over 23.6% of the regional population is currently aged 65 or over, which sits significantly higher than the national average.

The current employment rate in Greater Lincolnshire stands at 75.4% and is broadly the same as the East Midlands (75.2%) and England (75.8%)

However, coastal areas like Skegness and Mablethorpe suffer from severe seasonal employment fluctuations, transport barriers, and lower job density.

Greater Lincolnshire has a lower job density than the England average, indicating fewer jobs relative to its working-age population. North East Lincolnshire sits significantly below the national benchmark (around 0.70 compared to 0.87), while North Lincolnshire shows the strongest labour market balance within the area (around 0.76). This suggests that residents are more likely to commute to other areas for work, reflecting a reliance on employment opportunities outside the local economy.



Long-term
collaborations leverage
funding to build learning
resources and meet
local skills needs.

The regional business base spans approximately 40,560 enterprises across the combined area. The area is structurally driven by an exceptionally high proportion of micro-businesses and small businesses (98%) which account for the vast majority of the entire regional economy.

Wholesale and Retail Trade is the largest employment industry in Greater Lincolnshire, accounting for 71,000 jobs (15.8% of the workforce).

Greater Lincolnshire has a significantly higher proportion of Manufacturing jobs (14.1%) compared to England as a whole (7.2%).

The region lags behind the national average in high-tech and corporate sectors, particularly Information and Communication (1.4% vs 4.8%), Professional, Scientific and Technical activities (5.5% vs 9.7%) and Financial and Insurance activities (0.8% vs 3.4%).

However, the area has a greater concentration of Human Health and Social Work activities (15.7% vs 13.8%).

The area relies slightly more on part-time employment (32.6%) than the rest of England (30.4%).

Greater Lincolnshire supports a robust labour market of 515,000 people in active employment. 41% of all in employment are in SOC code 1-3. Nearly 24% fall in to: process, plant and machine operatives, and elementary occupations.



Greater Lincolnshire significantly trails behind both regional and national averages at higher education levels. Only 34.2% of its population holds a degree level or equivalent qualification, compared to 41.1% regionally and 48.0% nationally—a 13.8 percentage point deficit against England.

There is a mid-level attainment deficit for Level 3 and above where Greater Lincolnshire sits at 58.4%. This is notably lower than the East Midlands (63.7%) and England (68.7%).

The gap narrows significantly at foundational levels where Greater Lincolnshire (87.1%) is nearly identical to the East Midlands (87.7%) and closely tracks England (89.4%).

8.2% of the working-age population in Greater Lincolnshire holds no formal qualifications at all. This is higher than the regional average of 6.9% and the national average of 6.1%.

The partners serving this region are:

- TEC Partnership
- Riseholme College
- CATCH
- DN Colleges Group
- Franklin Sixth Form College
- Lincoln College
- Boston College
- Grantham College
- John Leggott College
- Stamford College
- CATCH
- HETA



Collaborative Projects

Over the past year colleges and providers in Greater Lincolnshire have continued to explore employer-driven collaborative project opportunities. A Collaborative Projects Group (Lincolnshire Colleges) has been established to maintain momentum.

In the last year, colleges have been working together on the replacement for the ESOL offer within the region in response to the policy shift by the Greater Lincolnshire Combined County Authority due to come in force from 2027.

Colleges are working together to design a new, integrated syllabus that merges English language development with functional employment literacy. The goal is to build an alternative framework before the 2027 change, ensuring that everyone, regardless of background, has access to essential communication skills.

Local Skills Improvement Plan

The Local Skills Improvement Plan (LSIP)—delivered by the Federation of Small Businesses (FSB) in partnership with the Greater Lincolnshire Combined County Authority (GLCCA)—focuses on structural demands through to 2029.

The work is centred on three core strategic themes to bridge the gap between education and the local economy:

Focusing on Priority Growth Sectors

Aligning training directly to agri-tech, clean energy/decarbonisation, advanced manufacturing, defence, and ports/logistics.

Cultivating Essential Soft Skills

Eradicating the widespread struggle to recruit workers with adequate communication, teamwork, and localised resilience traits.

Industry-Standard Instructor Knowledge

Ensuring technical tutors hold up-to-date industry experience to teach modern automation, robotics, and industrial digital systems.

Lincolnshire Institute of Technology (LloT)

Founded in 2019, the LloT partnership has built on existing provision and strong employer relationships to continue to develop and deliver training and qualifications that meet regional needs.

College and training providers support the LloT STEM Challenge, which is an annual STEM event for Year 9 students across Greater Lincolnshire.

