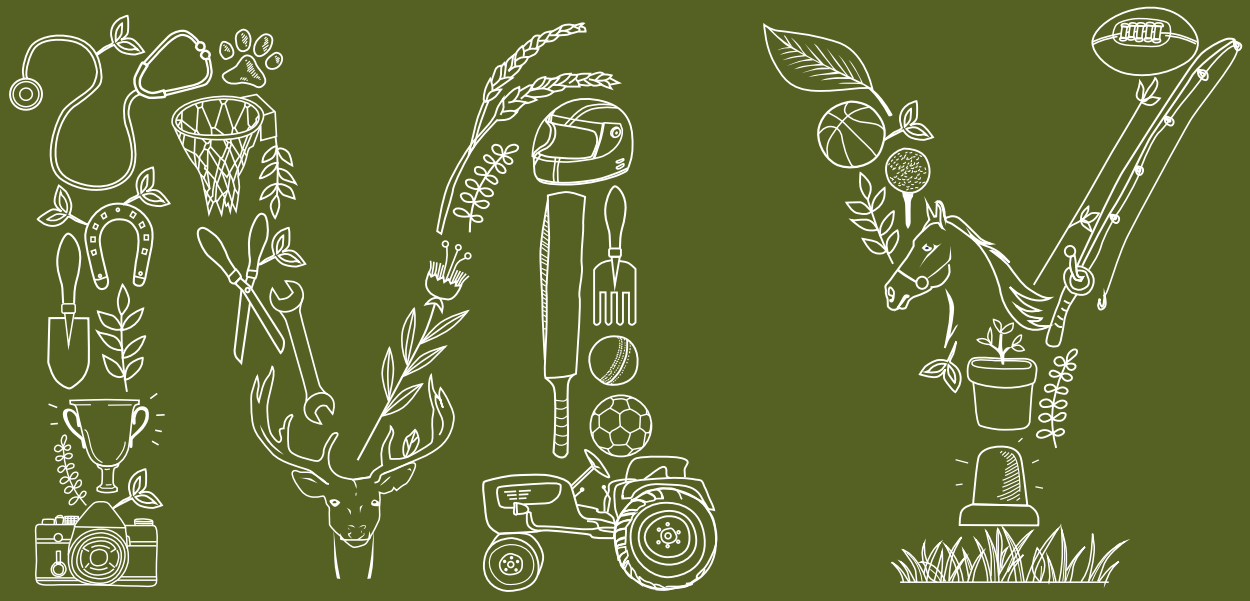




Myerscough College

EMPOWERING FUTURES

Since 1894



2026/27 ACCOUNTABILITY STATEMENT AND LOCAL NEEDS DUTY





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EXECUTIVE SUMMARY

Purpose and Vision

Myerscough College, a nationally significant specialist provider of land-based and sports education, has launched its ambitious 2030 Vision Strategic Plan. This plan reaffirms the College's commitment to delivering inclusive, high-quality education that empowers communities, supports economic development, and addresses national, regional, and local workforce needs. The College aims to be the education and employer partner of choice, fostering a safe, healthy, and sustainable learning environment.

The College is strengthening inclusive mainstream provision through targeted investment, including the deployment of the Inclusive Mainstream Fund (IMF) see 5.1, ensuring that learners with additional needs can access, participate in, and succeed within high-quality mainstream programmes.

Summary of Provision

The College delivers a broad and specialist curriculum including full-time 16–19 provision, apprenticeships, adult learning and higher education. This includes nationally significant provision in land-based, environmental and sports sectors, alongside employer-led training and workforce development aligned to priority skills needs.

Strategic Framework

The College's strategy is built around three core pillars:

- **Empowered People:** Delivering ambitious, inclusive education; becoming an employer of choice; and supporting healthy, resilient communities.

This approach is externally validated, with Ofsted recognising that learners "are proud to study at the college and flourish in the supportive environment" (Ofsted, April 2026).

- **Unique Place: I**nvesting in cutting-edge facilities and technology; becoming a centre for knowledge exchange; and achieving recognition from local to international stakeholders.

This investment aligns with Ofsted's finding that the College "has made significant investment in industry-standard resources and leading-edge technology" (Ofsted, April 2026).

- **Sustainable Productivity:** Promoting applied research, co-created curricula, and financial resilience while embedding sustainability and innovation.

The College's curriculum contributes directly to national priorities, with inspectors noting that it "contributes significantly to food resilience, sustainability and rural economic development" (Ofsted, April 2026).

Curriculum and Local Needs Alignment

Myerscough's curriculum is shaped by labour market intelligence and stakeholder consultation, with a strong focus on agriculture, green skills, engineering, and sports. The College operates principally across Lancashire, Liverpool, Warrington, and Cumbria, offering England's largest land-based apprenticeship programme. It plays a pivotal role in addressing skills shortages and supporting economic growth in both rural and urban communities.

Inspectors recognised the impact of this approach, highlighting that "the curriculum aligns to local, regional and national skills priorities" and that learners "develop extensive industry knowledge and skills" (Ofsted, April 2026).

Stakeholder Engagement and Partnerships

The College works collaboratively with local authorities, Combined Authorities, employer groups, and education providers. It is a leading member of The Lancashire Colleges (TLC) and contributes to Local Skills Improvement Plans (LSIPs), the Lancashire Growth Plan, and the Cumbria Skills Strategy. Key partnerships include the University of Lancashire, Reaseheath College, Landex, the R&A, and the Forestry Commission.

This strong employer collaboration is reflected in inspection findings that learners are supported by “tutors [who] are well qualified and have relevant industry experience” (Ofsted, April 2026).

Governance and Accountability

Following a 2023 Ofsted inspection, the College has restructured its curriculum planning to be more employer-led and responsive to labour market needs. The Governing Board is committed to annual reviews to ensure alignment with local, regional, and national priorities, fulfilling its statutory Local Needs Duty.

Ofsted identifying Myerscough College as delivering an “ambitious, progressive curriculum” within a “supportive and inclusive culture”, ensuring that learners flourish and are well prepared for their future (Ofsted, April 2026).

Conclusion

Myerscough College is strategically positioned to lead in specialist education. Through its 2030 Vision, it is driving innovation, sustainability, and social mobility. The College’s commitment to inclusive, high-quality education ensures its provision remains relevant, impactful, and aligned with the evolving needs of learners, employers, and communities.

The College’s strengths were recognised in its most recent inspection, where inspectors identified “an ambitious, progressive curriculum” and noted that a “supportive and inclusive culture is at the heart of its values” (Ofsted, April 2026).



1.0 CONTRIBUTION TO MEETING SKILLS NEEDS

> “Strong Standard”
> Ofsted, April 2026

Myerscough College’s contribution to meeting national, regional, and local skills needs has been independently validated through its most recent Ofsted inspection (April 2026), where this area was judged to have achieved a ‘Strong Standard’, reflecting performance that exceeds expectations and delivers highly impactful outcomes.

Inspectors identified that the College plays a critical strategic role in supporting priority sectors, noting that the curriculum is carefully aligned to skills demands and contributes directly to economic growth. The report highlights that the College delivers “an ambitious, progressive curriculum” which ensures that learners develop the knowledge and skills required not only for employment, but for “a lifelong career, not just a job” (Ofsted, April 2026).

Central to this judgement is the College’s deep and sustained engagement with employers and industry partners, enabling a responsive and co-created curriculum. Ofsted found that the curriculum “aligns to local, regional and national skills priorities”, with learners and apprentices developing “extensive industry knowledge and skills” that directly meet labour market demand (Ofsted, April 2026)

Inspectors also recognised the College’s national significance as a specialist provider, particularly in land-based and green skills sectors, noting that provision “contributes significantly to food resilience, sustainability and rural economic development” (Ofsted, April 2026).

The College’s impact is further strengthened by the quality of its teaching and workforce, with Ofsted highlighting that “tutors are well qualified and have relevant industry experience”, ensuring that learners are prepared effectively for progression into employment or further study (Ofsted, April 2026).

Importantly, inspectors emphasised the culture and expectations that underpin this success, recognising that:

- learners have “positive attitudes to learning”,
- apprentices demonstrate high levels of commitment, and
- learners are “well prepared for their next steps” (Ofsted, April 2026).

This strong performance is underpinned by a supportive and inclusive culture, which ensures that all learners—including those with high needs—are able to progress successfully, with Ofsted noting that they develop “confidence and independence… to achieve their aspirations” (Ofsted, April 2026).

Inspectors placed particular emphasis on the strength of the College’s apprenticeship provision, noting that “high expectations are set for apprentices who are enthusiastic and highly committed to their studies” (Ofsted, April 2026).

This reflects a strong alignment between employer need, curriculum design, and learner engagement, with apprentices developing sector-specific skills, behaviours, and knowledge that directly contribute to workforce productivity and progression.

The ‘Strong Standard’ judgement reflects not only compliance with expectations but the College’s ability to go beyond baseline requirements, delivering a curriculum and student experience that has demonstrable impact on individuals, employers, and the wider economy.

This section therefore provides clear, independent assurance that Myerscough College is:

- Effectively meeting its Local Needs Duty,
- Driving skills development in priority sectors, and
- Delivering high-quality, employer-aligned technical education at a regional, national, and international level.

2.0 MYERSCOUGH COLLEGE '2030 VISION'

During 2025, the College, through extensive consultation, devised and launched a new 2030 Vision Strategic Plan to shape the journey and priorities of the organisation over the coming five years.

Purpose

A dedicated land based and sports college, we empower our communities with ambitious and inclusive education, creating a workforce for the future.

Values & Culture

Professional, Passionate & Collaborative - 'FREDIE is our DNA'

The College's values are evidenced in practice, with inspectors noting that a "supportive and inclusive culture is at the heart of its values" and that learners "benefit from a welcoming and inclusive learning environment" (Ofsted, April 2026).

2030 Vision

By 2030, Myerscough College will be a vibrant community of empowered individuals, offering ambitious land based and sport education.

We will cultivate the workforce of the future who excel through their industry-relevant knowledge, skills, and behaviours. We will continuously invest in our talented team, state-of-the-art facilities, and the latest technology to be the employer and education provider of choice.

We are committed to fostering a safe, happy, and healthy community. Our influence and impact will be recognised locally, nationally, and internationally.

We will drive sustainable productivity, maintain resilient finances, and make impactful investments.

Through partnerships and curriculum co-creation, driven by innovation and meaningful industry engagement, we will positively influence local and national economies.

2.1 Strategic Objectives – 2030 Vision

The 2026/27 Accountability Statement will be thematically linked to the College's new 2030 Strategic Objectives to show clear alignment with the agreed priorities of the college.

Empowered People

- Ambitious, high-quality land based and sport education
- Employer of choice
- Graduates with sought after knowledge, skills and behaviours
- Safe, inclusive & healthy communities

Unique Place

- Industry standard facilities and leading-edge technology
- A centre for demonstration and knowledge exchange
- Local to international recognition
- Destination of choice for learners and employers

Sustainable Productivity

- Applied research, innovation and knowledge transfer
- An effective co-created curriculum with high quality work experience
- Economic, environmental and social sustainability
- Resilient finances with high impact investment

3.0 PURPOSE

> A dedicated land based and sports college, we empower our communities with ambitious and inclusive education, creating a workforce for the future.

Myerscough College and University Centre is a dedicated land based and sports college delivering local, regional and national specialist technical education provision, with an international reach. To meet the needs of the communities and employers it serves, Myerscough has centres across the northwest of England and a high performing, extensive national apprenticeship offer.

The College's main centre is in at the heart of rural Lancashire. To meet need, the curriculum offer is specialist, but broad, from Entry level to Masters in land-based, green skills/science, specialist engineering and sports education. The main centre offers residential accommodation for both 16-18 and 19+ students to support regional and national recruitment of students to meet specialist skills needs, particularly in land based, green skills, sport and specialist engineering areas.

The next largest campus is in Croxteth Park in Liverpool where Myerscough College is the only land-based provider in the city thereby meeting the land-based and specialist green skills needs of the Liverpool Combined Authority, supporting the Visitor Economy, a key economic driver for the area.

The College has an additional campus offering Animal Studies, Horticulture and Foundation Learning in Walton Hall, Warrington. The Liverpool and Warrington centres all aim to widen participation and access to land-based education in deprived communities working with the Liverpool Combined Authority, and the local authorities of Warrington.

The fourth centre is a specialist Cricket Academy established within the grounds of Lancashire Cricket Club, in response to their request to develop county youth cricket in partnership with them.



The College is committed to meeting the needs of the communities and local economies it serves. Myerscough has developed specialist apprenticeship provision within Cumbria and Northumberland, through partnership to ensure that these rural counties have access to high quality land-based education. The college is continually reviewing and enhancing its Cumbria apprenticeship offer through stakeholder feedback and through a range of new partnerships. To ensure the highest, consistent standards of education, the College no longer offers full time courses from satellite venues, rather concentrating on residential opportunities and high-quality apprenticeships.

The specialist nature of provision means the recruitment pattern is wide and extensive and designed to meet land-based, green skills/ science, specialist engineering and sports national requirements, as well as more localised skills shortages. The College consistently recruits students from a wide geographical area and delivers England's largest land-based apprenticeship offer.

3.1 Alignment with National Skills Priorities

The College's provision aligns strongly with national skills priorities, including productivity, clean growth, workforce development, and the transition to a sustainable economy.

Food security provides a unifying framework that underpins the delivery of these national priorities.

The UK food system represents a critical intersection of:

- Economic productivity – supporting supply chains, manufacturing, and rural economies
- Environmental sustainability and net zero – through sustainable land management, biodiversity and climate resilience
- Public health and wellbeing – through food quality, nutrition and community resilience
- National resilience and security – ensuring stable, domestic food production and supply

As a specialist land-based college, Myerscough plays a key role in this agenda by:

- Developing skills across the agri-food supply chain, from primary production to environmental management
- Supporting innovation in sustainable farming, agri-tech and resource efficiency
- Providing workforce pipelines aligned to green skills, clean growth and environmental priorities
- Contributing to regional and national resilience through skills development in food production and land management

Through this lens, food security is not a discrete sectoral priority, but a strategic enabler of multiple national missions, positioning the College's provision at the centre of national policy delivery.



4.0 CONTEXT AND PLACE

The College has a national role and reach to support national priorities and skills needs. The College works collaboratively to meet the needs of its core communities of Lancashire, Cumbria, Liverpool City Region, Greater Manchester and the Borough of Warrington.

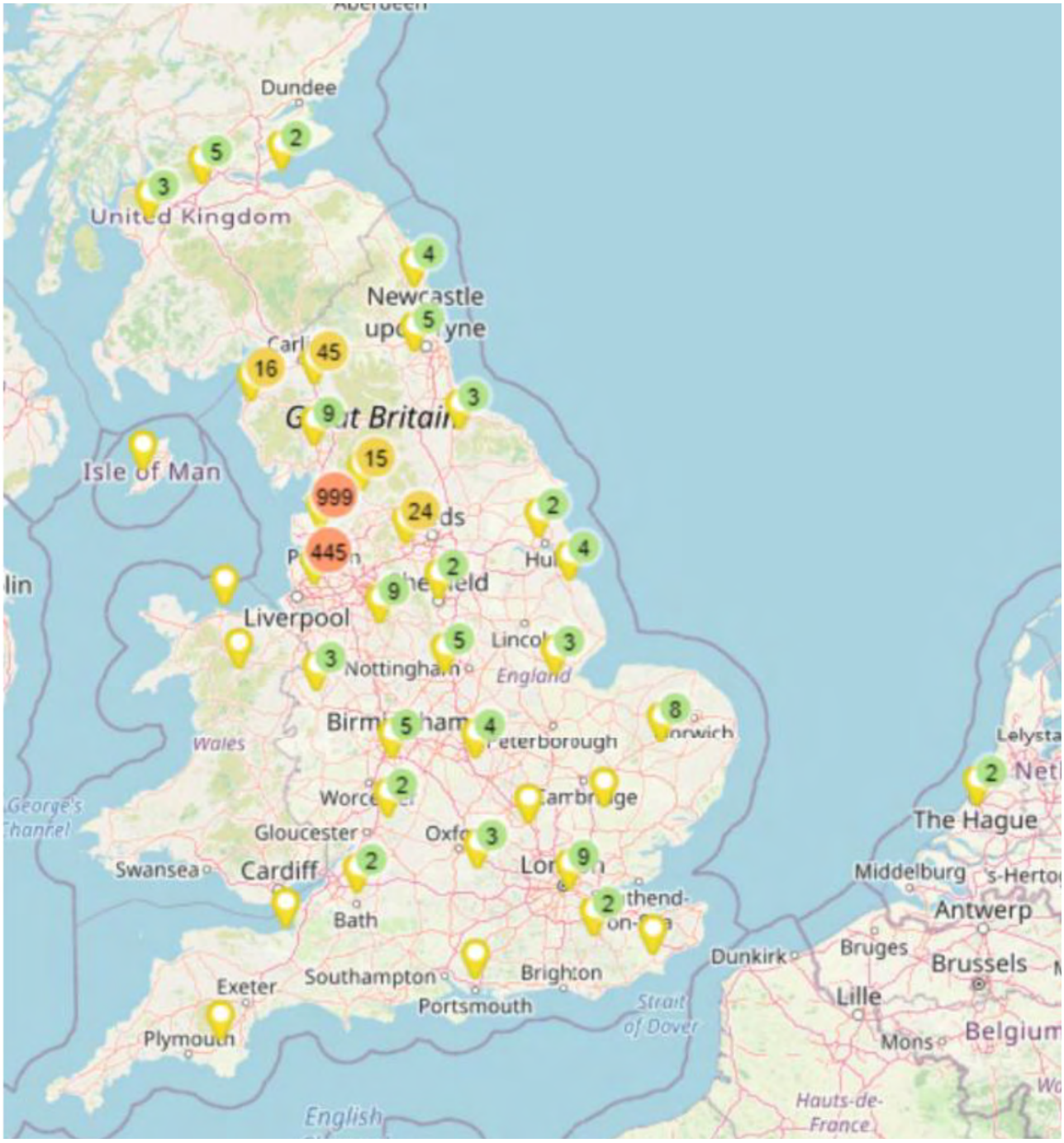
As a dedicated, national provider of land-based education the Government recognises the key role that such specialist colleges play in countrywide priorities such as food security, biodiversity, sustainability and green jobs. As a specialist provider of sport education, the College supports health, fitness and wellbeing across the communities it serves.

The College opened in 1894, originally as an agriculture college and agriculture is still at the heart of the College but expanding into a wider range of more general land-based areas together with green skills/science, specialist engineering and sports education. Today, 97% of the curriculum is based in these four specialist areas.

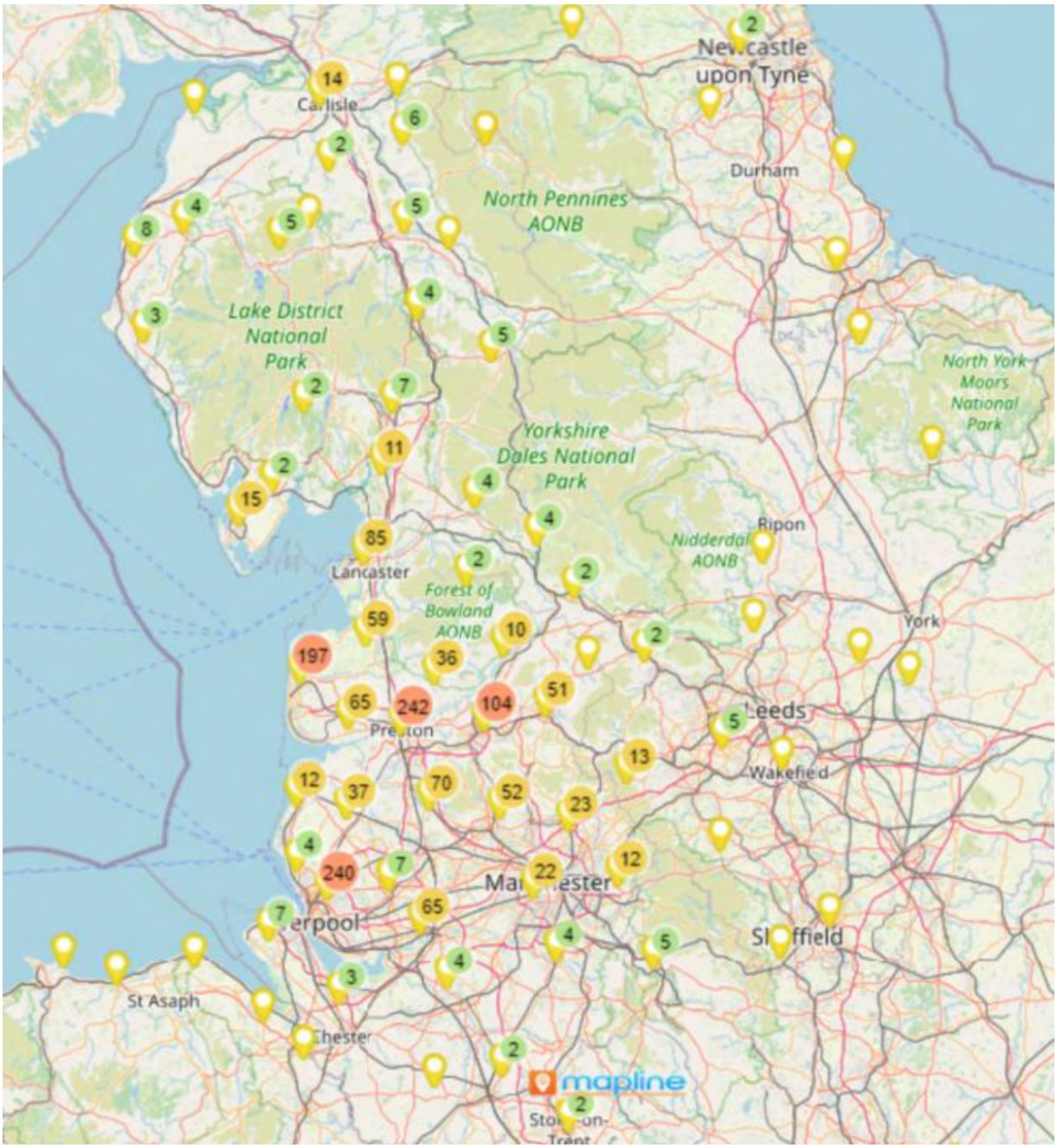
The College is at least 70 miles from the next nearest specialist land-based college so does not operate within normal travel to learn areas. The College therefore operates some of its provision out of smaller specialist centres to meet local needs whilst the main campus at Bilsborrow in Lancashire offers residential accommodation to learners aged 16 and over to meet regional and national skills needs. The College is not part of any formal group structure. The maps below illustrate the geographical recruitment patterns to the College.



4.1 National Recruitment to Further Education 2024/25



4.2 Northwest Recruitment to FE 2024-25



4.3 National Recruitment to Apprenticeships 2024-25



5.0 INCLUSIVE GROWTH AND WORKFORCE PARTICIPATION

The LSIP highlights challenges including economic inactivity, youth unemployment, and NEET rates across the region.

Myerscough College contributes to addressing these challenges through:

- Inclusive recruitment and widening participation in rural and urban communities
- Strong employment pathways through practical, applied education
- Supporting health, wellbeing, and engagement in work and learning

This is reflected in Ofsted findings that learners benefit from a supportive and inclusive environment, enabling confidence and progression (Ofsted, April 2026).

5.1 Inclusive Mainstream Fund (IMF)

'Supporting adaptive teaching, early intervention and access to mainstream provision'

The College is committed to strengthening inclusive provision within mainstream programmes, ensuring that all learners are supported to access, participate in, and succeed in high-quality education.

The College uses Inclusive Mainstream Fund (IMF) funding to strengthen its inclusive mainstream provision for 16 to 19 learners. This includes investment in high-quality, adaptive teaching, inclusive learning environments and early identification and support for learners with additional needs.

The College's approach focuses on enabling learners to:

- Participate successfully in mainstream programmes
- Build independence and confidence
- Progress to positive destinations, including employment, apprenticeships or further study

IMF funding complements, but does not replace, High Needs or EHCP-based provision, and is deployed in line with shared local expectations agreed with partners, ensuring clarity of purpose and effective use of resources.

5.2 Collaborative Delivery Across Lancashire

The College works collaboratively through The Lancashire Colleges partnership to:

- Support coherent post-16 pathways across the county
- Share effective inclusive practice
- Avoid unnecessary duplication of provision
- Ensure learners can access the provision that best meets their needs

This ensures that inclusive support is delivered as part of a joined-up regional system, aligned to LSIP priorities and Local Needs Duty.

5.3 Alignment with Ofsted Inspection and Strategic Priorities

This approach is externally validated, with Ofsted recognising the College's:

- "supportive and inclusive culture"
- Positive impact on learner confidence, participation and progression (Ofsted, April 2026)

The College's deployment of IMF funding therefore directly supports:

- Inclusive access to technical and vocational education
- Improved learner outcomes and progression
- Widening participation in priority sectors
- Delivery of Local Needs Duty through inclusive mainstream provision

6.0 LANCASHIRE

Myerscough College is based in Lancashire in the Northwest of England. Lancashire is progressing toward a new Combined County Authority (CCA) and is one of the most diverse economic areas in the country, with no urban core but a polycentric set of towns and cities, rural and coastal areas, agricultural and industrial zones.

Myerscough College and its Principal take a leadership role in a county wide strategic response to Lancashire's skills and employment needs. The college has a detailed awareness of the inclusive skills mapping of the county; the labour market needs in its specialist subject areas whilst working with college partners to review and respond to the wider skills needs of the communities that Lancashire Colleges serve.

The Lancashire economy and labour market is characterised by a population of 1.53 million and a Gross Value Added (GVA) of £40 billion, Lancashire is the second-largest economy in the Northwest, with significant national growth potential still to be unlocked. The region is home to over 55,000 businesses, providing more than 728,000 jobs.

Lancashire is a nationally significant footprint with almost a million people of working age but has one of the lowest ratios of workforce to residents in the country due to an older population and increased economic inactivity.

There is a sector leading, strong partnership approach in Lancashire with the Lancashire College (TLC) group working in partnership with the new CCA, the wider Lancashire Local Authorities, the Skills Hub and the Chambers of Commerce, with the colleges working collegiately to solve the skills challenges in the local economy. The College's Principal is the long-standing Chair of the TLC group and Myerscough College works collectively with The Lancashire Colleges to ensure our colleges' provision is collectively meeting local needs. Our shared ambition is to ensure that together we deliver a curriculum that serves the local community while building on individual strengths and specialisms to maximise collective impact and meet business needs.

6.1 Contribution to Lancashire Local Skills Improvement Plan (LSIP) Priorities – 2026

Myerscough College plays a central role in delivering the priorities set out in the Draft Lancashire LSIP 2026, contributing as a specialist provider aligned to employer-led skills needs, regional economic growth, and national priorities.

The refreshed LSIP reinforces that skills provision must be directly aligned to employer demand and local economic strategy, with a particular emphasis on priority sectors, workforce pipeline development, and measurable impact of provision.

The College's contribution is therefore designed to support both sector-specific growth and cross-cutting challenges, with a particular strategic focus on food security, sustainability, and land-based skills.

6.1.1 Food Security, Agriculture and the Rural Economy (Strategic Priority Contribution)

The LSIP highlights food security as a core element of national resilience, with the sector contributing significantly to Lancashire's economy and forecast to grow further.

It also identifies the need for further research and coordinated action across farming, food production, and manufacturing, recognising the complexity and importance of the agri-food supply chain.

As the Northwest's specialist land-based college, Myerscough College provides a critical anchor role in addressing this priority through:

- Delivering skills across the full agri-food supply chain, from primary production to food technology and land management
- Leading curriculum innovation in sustainable farming, agri-tech, and environmental land management
- Supporting employer engagement through farmer networks and industry partnerships
- Contributing to research, knowledge exchange, and demonstration activity in sustainable agriculture and food systems

This contribution directly aligns with Ofsted's recognition that provision at Myerscough "contributes significantly to food resilience, sustainability and rural economic development" (Ofsted, April 2026).

Through this work, the College is supporting both:

- National priorities (food security, environmental sustainability, net zero), and
- Local economic needs (rural productivity, skills shortages, and supply chain resilience)

6.1.2 Supporting Growth in Priority Sectors

The LSIP identifies a number of priority sectors aligned with the Lancashire Growth Plan, including:

- Advanced Manufacturing & Engineering
- Construction
- Digital and AI
- Clean Energy & Nuclear
- National Security & Resilience
- Social Care
- Hospitality and Tourism

Myerscough contributes to these sectors through its specialist offer, particularly in:

- Engineering and technology applied to land-based industries
- Green skills and environmental sustainability
- Sports, health, and wellbeing linked to workforce participation
- Employer-led apprenticeship provision, supporting priority occupations

This contribution supports the LSIP ambition to ensure that:

- "skills provision is demonstrably aligned to real vacancies and future demand"
- learners can "clearly see and access pathways into priority sectors"

6.1.3 Developing the Future Workforce – Addressing Experience Shortages

A central LSIP priority is the need to develop long-term solutions to shortages in experienced staff, recognising that employers are struggling to recruit individuals with the required skills and experience.

Apprenticeships form a central component of this pipeline, providing structured, employer-led routes into priority occupations. This approach is externally validated, with Ofsted confirming that apprentices demonstrate strong commitment and engagement and are supported through high expectations and industry-relevant training (Ofsted, April 2026).

Myerscough College contributes to this through:

- Building clear talent pipelines from entry to higher-level provision
- Expanding apprenticeships and work-based learning
- Strengthening employer engagement in curriculum design and delivery
- Embedding work readiness, behaviours, and employability skills within all programmes

This approach aligns with the LSIP's emphasis on:

- Increasing employer engagement with education
- Supporting young people into employment pathways
- Developing a sustainable pipeline of skilled workers

6.1.4 Digital Skills, AI and Innovation

The LSIP identifies digital skills and AI as a cross-cutting priority across all sectors, with employers requiring both essential and higher-level technical skills.

Myerscough College is responding through:

- Integrating digital technologies and AI into curriculum delivery
- Developing data-informed and technology-enhanced learning environments
- Supporting innovation and research within land-based and sport sectors
- Facilitate knowledge transfer and demonstration activity to employers

This ensures that learners are equipped not only with specialist skills, but also with the digital capability required in modern workplaces.

6.1.5 Health, Inclusion and Workforce Participation

The LSIP highlights significant challenges relating to:

- Economic inactivity
- Youth unemployment
- NEET rates
- Health-related barriers to work

Myerscough contributes to addressing these challenges through:

- Inclusive curriculum design and widening participation in disadvantaged communities
- Strong pathways into employment through sport, land-based education, and supported learning
- Partnerships that support health, wellbeing and community engagement

This aligns with Ofsted's recognition that the College provides a "supportive and inclusive culture", enabling learners to develop confidence and progress toward employment (Ofsted, April 2026).

6.1.6 Delivering Impact and Accountability

The LSIP places strong emphasis on ensuring that:

- curriculum change and investment translate into measurable outcomes, and
- provision is continuously reviewed and aligned to employer need.

Myerscough College's approach to impact includes:

- Robust curriculum planning and review aligned to LSIP priorities
- Strong governance oversight of Local Needs Duty
- A focus on positive destinations, progression, and employer satisfaction

This ensures that the College not only delivers provision, but demonstrates clear and measurable impact on skills needs, employment, and economic growth.

6.1.7 Summary

Through its specialist provision, employer partnerships, and strategic leadership, Myerscough College is a key delivery partner for the Lancashire LSIP, particularly in:

- Food security and the land-based economy
- Green skills and sustainability
- Developing future workforce pipelines
- Supporting inclusive economic growth and participation

The College's work ensures that it remains fully aligned to the statutory Local Needs Duty, while delivering a curriculum that is responsive, impactful, and recognised as strong through external validation.

6.2 The Lancashire Growth Plan 2025 – 2035

Lancashire's economy is diverse and resilient, but the Lancashire Growth Plan is intended to ensure targeted investment in key technology sectors, maximising national impact and local transformation.

'Lancashire offers an exceptional Further and Higher Education and technical and vocational training landscape. It has nine General Further Education and two Sixth Form Colleges all of which are rated as Outstanding or Good by Ofsted, a number are national centres of excellence for key sectors such as maritime and nuclear. In addition, Lancashire is home to Myerscough College, a leading specialist land-based college of national importance with campuses across the Northwest.'

6.2.1 Rural Economy and Food Security: Lancashire is 80% rural, and the county's natural assets and climate support a diverse range of sub-sectoral strengths across the full supply chain, from farming and agriculture to food and drink manufacturing, logistics, and retail.

The region is home to leading educational assets that provide agri-tech solutions for modernising and decarbonising the sector, reducing reliance on overseas supply chains, and increasing home-based supply chain resilience. Myerscough College, near Preston, is a cutting-edge food and farming education centre and a leader in advanced agricultural skills, agri-tech, and applied farming research

The Lancashire Growth Plan 2025 – 2035

7.0 REGIONAL ALIGNMENT – 2026 NORTH WEST LOCAL SKILLS

Local Skills Improvement Plans (LSIPs) across the North West are currently undergoing a nationally coordinated refresh cycle, with updated plans expected for publication in 2026. This next phase will replace the original 2023 LSIPs and reflects evolving employer needs, local growth priorities, and strengthened statutory expectations for alignment between skills provision and economic demand.

Across all regions, the refresh process is characterised by:

- A stronger role for employer leadership and co-design
- Closer alignment with Combined Authority growth strategies
- Increased emphasis on higher-level technical skills, productivity, and progression pathways
- Greater integration between further education, higher education, and work-based learning systems

This evolving landscape positions Myerscough College within a dynamic, employer-led regional skills system, where provision is continuously adapting to meet labour market need.

7.1 Cumbria

The Cumbria LSIP, originally published in 2023, is currently being refreshed for the 2026–2029 period, with publication expected during 2026.

The refresh reflects a transition from initial delivery into:

- Evaluation of progress and impact to date
- Development of more targeted and measurable actions
- Stronger alignment with local authority and economic priorities

Emerging priorities include:

- Clean energy and net zero workforce development
- Land-based, environmental, and rural industries
- Construction, engineering, and infrastructure
- Social care workforce sustainability
- Expansion of higher-level technical skills and employer engagement

There is also increased emphasis on system coordination and accessibility, ensuring that employers and learners can engage more easily with the skills system.

This aligns closely with Myerscough College's specialist role in land-based education, sustainability, and rural economies, particularly in supporting skills provision in Cumbria following wider sector changes.

7.2 Cheshire and Warrington

The Cheshire and Warrington LSIP continues to be delivered through its 2023–2026 plan, with ongoing progress reporting and sustained employer engagement.

The focus in this phase has been on:

- Monitoring delivery against identified priorities
- Strengthening employer-provider partnerships
- Ensuring provision remains responsive to changing economic conditions

The LSIP is structured around five core themes:

- Technical skills
- Accessibility of provision
- Employability competencies
- Careers education and guidance
- Workforce capability within education

Priority sectors include:

- Manufacturing and advanced engineering
- Life sciences and health sectors
- Digital and AI-related skills
- Low carbon and green technologies

The forthcoming refresh is expected to build on these foundations, with continued emphasis on inclusion, access, and employer-led curriculum design, alongside closer alignment to regional growth priorities.

7.3 Liverpool City Region

The Liverpool City Region LSIP has undergone a significant transition phase following the appointment of a new Employer Representative Body in 2024.

This has led to a strengthened and more coordinated approach, including:

- Establishment of new Industry Learning Partnerships (ILPs)
- Enhanced collaboration between employers, providers, and stakeholders
- Closer alignment with the Liverpool City Region Combined Authority

The current focus is on:

- Embedding sector-based partnership models
- Strengthening employer input into curriculum design and delivery
- Translating employer demand into clear workforce development pathways

Key priority sectors include:

- Construction and the built environment
- Manufacturing and logistics
- Professional and business services
- Visitor economy and hospitality

These priorities are expected to be further refined through the 2026 LSIP refresh, with a continued emphasis on productivity, skills alignment, and workforce progression.



7.4 Regional Summary and Strategic Position

Across Cumbria, Cheshire and Warrington, and Liverpool City Region, LSIPs are transitioning from:

- Initial delivery (2023–2025)

to

- Refined, evidence-led and impact-focused systems (2026 onwards)

This reflects a maturing skills landscape in which:

- Employer engagement is increasingly embedded and structured
- Skills provision is more closely aligned to measurable economic outcomes
- Greater focus is placed on priority sectors, workforce pipelines, and progression routes

In this context, Myerscough College is well positioned as a leading delivery partner, particularly through its:

- National role in land-based and green skills
- Contribution to food security and rural productivity
- Strong apprenticeship provision aligned to employer need
- Alignment with local, regional, and national skills priorities

7.5 Regional Positioning

Myerscough College operates at the intersection of regional LSIP priorities and national skills policy, providing specialist provision that supports both local economic growth and wider sectoral needs.

8.0 HEALTH, SPORT AND WELLBEING

8.1 An Overview of Sport - Updated 2026

Myerscough College provides the premium sport provision in the northwest for basketball, football, rugby, golf and cricket, with ambitious plans to drive further opportunities for all. The sport provision provided by the College gives students access to genuinely 'world class' experiences, be it clubs, venues and enriched educational opportunities.

The economic scale and scope of sport in Lancashire, while not always broken down specifically by county in national reports, can be inferred from the latest national and regional data:

8.1.2 National Context

Recent evidence continues to demonstrate the significant and growing economic contribution of sport to the UK economy:

- The latest research underpinning the UK Sport Satellite Account confirms that sport generated £99.6 billion of direct economic output in the UK (based on the most recent comprehensive modelling).
- Updated DCMS economic estimates (published February 2026) indicate that the wider sport sector contributed £63.2 billion in Gross Value Added (GVA) to the UK economy in 2024.
- The sector supports approximately 1.3 million jobs across the UK, highlighting its importance as a major national employer.

This reflects both the direct economic activity of sport (e.g. clubs, facilities, events, and workforce) and its indirect impacts through supply chains, media, infrastructure, and associated industries.

8.1.3 Regional Relevance

Lancashire, as part of the North West of England, benefits directly from this national economic contribution through a diverse sport and physical activity ecosystem:

- Professional and semi-professional clubs, including Lancashire County Cricket Club, Royal Lytham & St Annes Golf Club, Preston North End FC, and Blackburn Rovers, contribute to regional employment, visitor economy activity, and place identity.
- Community sport and leisure infrastructure (local authority facilities, gyms, grassroots clubs) generates employment, supports health outcomes, and underpins participation.
- Sport-related tourism and events continue to contribute to the visitor economy, particularly through fixtures, tournaments, and regional sporting assets.

Emerging national trends (2026) also reinforce Lancashire's opportunity space:

- Continued investment growth in UK sport and strong industry confidence are driving expansion in events and commercial activity.
- Increasing demand for inclusive and community-based sport provision, aligning with local authority and LSIP priorities.

8.1.4 Social and Wider Economic Value

The broader societal and economic value of sport and physical activity has been further strengthened in recent research:

- Sport England's latest model (2025 update) estimates the social value of sport and physical activity in England at £122.9 billion annually (2023/24).
- The return on investment has increased to approximately £4.38 for every £1 spent, reinforcing the efficiency of public and community investment in sport.
- Earlier combined estimates suggest that economic and social value together exceed £140 billion, when productivity, volunteering, and wellbeing impacts are included.

This value is realised through:

- Improved physical and mental health outcomes, reducing NHS demand
- Enhanced educational outcomes and skills development
- Stronger community cohesion and reduced social isolation

These impacts are particularly relevant to Lancashire's priorities around health inequalities, rural access, and inclusive community development.

8.1.5 Strategic Implications for Lancashire

Taken together, the latest data reinforces that sport is:

- A significant economic sector (comparable to many traditional industries)
- A key driver of employment and skills development, particularly aligned to FE provision
- A critical enabler of population health and social inclusion
- An area with growing investment and policy focus, especially linked to prevention, wellbeing, and place-based growth

For Lancashire—and for institutions such as Myerscough College—this strengthens the case for:

- Continued investment in sport, physical activity, and associated skills provision
- Alignment with local growth plans and LSIPs, particularly in health, leisure, and visitor economy sectors
- Positioning sport not just as a participation priority, but as a core economic and social infrastructure

8.2 White Paper: Get Britain Working

Backdrop: 2.8m Economic Inactive due to health, 1 in 8 Young People NEET, 9m adults lacking basic skills

Long-term ambition to achieve an 80% employment rate – three pillars:

- A modern Industrial Strategy and Local Growth Plans – to create more good jobs in every part of the country.
- Improving the quality and security of work through the Plan to Make Work Pay.
- The biggest reforms to employment support for a generation, bringing together skills and health to get more people into work and to get on in work.

The White Paper sets out fundamental reforms to tackle six key issues:

- Too many people are excluded from the labour market – especially those with health conditions, caring responsibilities or lower skill levels
- Too many young people leave school without essential skills or access to high-quality further learning, an apprenticeship or support to work so that they can thrive at the start of their career
- Too many people are stuck in insecure, poor quality and often low-paying work, which contributes to a weaker economy and also affects their health and wellbeing

1. Too many women who care for their families still experience challenges staying in and progressing in work
2. Too many employers cannot fill their vacancies due to labour and skills shortages, holding back economic growth and undermining living standards
3. There is too great a disparity in labour market outcomes between different places and for different groups of people

8.3 Lancashire Community Health, Sport and Wellbeing

In Lancashire and across the Northwest economic inactivity has seen a significant uplift since the pandemic, with concerns regarding the number of people moving into economic inactivity due to health conditions. Lancashire faces significant challenges around physical inactivity and related health issues, including obesity and mental health problems, especially in certain deprived areas. These health inequalities are often linked to poor engagement in physical activity and limited access to knowledge about healthy living.

It is estimated within Lancashire (Sport England Active Lives Adults, children and young people Survey (2021/22)), that only 66% of the adult, and 45% of the child population are active, with the consequences negatively effecting life expectancy, through various diseases including type 2 diabetes, obesity and some cancers.

The Lancashire Skills and Employment Strategic Framework identifies the need to improve the health wellbeing of Lancashire's workforce, with Health and wellbeing being one of the frameworks eight Lancashire 2050 themes.

A key action is to collaborate with partners to develop workplace initiatives that improve health and wellbeing, building on the Business Health Matters programme (Active Lancashire) and other initiatives, with the key indicator being the number of people who are economically inactive due to health conditions decreasing. In addition to collaborating with other colleges and external agencies on these workplace initiatives, Myerscough College provides structured pathways into employment through sport, health, and wellbeing—addressing youth unemployment, NEET rates, and improving long-term employment outcomes.

By delivering training, health checks and supportive wellbeing packages in workplaces, employees are empowered to improve their overall health whilst employers benefit from increased productivity within their workforces. Lancashire Local authority data (LSIP) on 'sickness absence when at work' is higher than the UK average for the percentage in terms of hours of work lost annually due to sickness, which is impacting productivity within the county.

Lancashire has identified five priorities to 'stem the flow' of economic inactivity:

1. Building a healthy, resilient Lancashire to help ensure the current and future workforce is less likely to fall ill and find their employment at risk.

2. Better management of health at work to stem the flow of Lancashire residents moving out of work and onto key health-related "inactive" working age benefits.

3. Targeted, timely interventions to get people who leave jobs due to a health condition back into work at the earliest opportunity.

4. An enhanced support offer for claimants, particularly those under 40. For those who are already economically inactive, and claiming benefits (including carers)

5. Build a better, more integrated system response. Across key stakeholders in the county, leveraging the Lancashire 2050 framework.

8.4 Sports Initiatives in Lancashire and the Wider Region

Myerscough College engages beyond Lancashire, notably with Merseyside, Greater Manchester, Cumbria, and Cheshire to reflect that health and sport initiatives often cross boundaries in the Northwest, which helps strengthen strategic alignment.

Myerscough's role in health and wellbeing is complemented by both its sport provision and land-based provision in terms of the balance between access to healthy food, enjoyment of the great outdoors, linked to sport, health and wellbeing activity.

Through The Lancashire Colleges, Myerscough has strong links with the Lancashire and South Cumbria Integrated Care System (ICS), complemented by its role in the innovative Morecambe Bay Curriculum. Myerscough's ambition is to strategically align with and enhance Sport England's focus on place-based working to effectively target and address specific community health, wellbeing, and physical activity needs. In doing this the College will work towards aligning its sport provision with relevant National Governing Bodies. Collaboration with NGBs such as the FA, ECB, RFU, would ensure both alignment with national strategic directions and direct local impact through well-structured and relevant sporting pathways.

Myerscough's geographical spread across the Northwest creates the opportunity to capture and replicate best practice, such as the Greater Manchester Moving Programme, Liverpool's Active City initiatives and Cumbria's rural health innovations. This sharing and embedding of best practice enhances regional cohesion, knowledge-sharing, and scalability of successful interventions.

8.4.1 Sport England Local Delivery and Campaigns

Sport England supports a range of initiatives across Lancashire through its "Uniting the Movement" strategy. While not all are Lancashire-specific, many are implemented locally through partnerships with councils and Active Lancashire. Key campaigns include:

- This Girl Can – Encouraging women and girls to get active.
- We Are Undefeatable – Supporting people with long-term health conditions to be active.
- Play Their Way – Promoting child-first coaching practices [1].

8.4.2 Active Lancashire

This is the county's strategic lead for sport and physical activity. It delivers and coordinates numerous initiatives, such as:

- Challenge Through Sport Initiative (CSI) – Supporting people in recovery from addiction through sport.
- Pendle YES Hub – Engaging young people not in education, employment or training (NEET) through sport and wellbeing activities.
- Workplace Health Champions – Promoting physical activity in workplaces across Lancashire.

8.4.3 ChangeMakers Initiative

Although national in scope, this UK Sport programme launched in 2024 supports athletes in delivering community-based projects. Some of these may be active in Lancashire, especially those focused on:

- Inclusive sportswear for girls
- Disability-inclusive running programmes
- Youth mentoring through sport [2]

8.4.4 Lancashire Football Association (FA) Initiatives

Myerscough College in partnership with Lancashire FA, most recently focussed on a 'places to play' initiative focussed on both sport and sports turf as a specialism of the College. Lancashire FA has several additional initiatives running:

- Local Football Facility Plans (LFFPs), to guide targeted investment into community football facilities across Lancashire.
- Facility and Pitch Investment Support, Lancashire FA helps clubs and communities access Football Foundation funding
- Community Engagement and Development

8.5 Healthy Communities

'Creating Healthier, More Resilient Communities'

Myerscough College recognises that health, wellbeing and community resilience are increasingly important contributors to educational success, workforce participation, social mobility and economic productivity. Across Lancashire and the wider North West, employers, public services and communities are responding to rising levels of economic inactivity linked to health conditions, increasing concerns around mental wellbeing, and growing demand for preventative approaches that support individuals to thrive.

As a specialist land-based and sport-focused institution, Myerscough is uniquely positioned to contribute to this agenda. Through its curriculum, enrichment activities, sport provision, employer partnerships and community engagement, the College already makes a significant contribution to improving health, wellbeing and participation. The next phase of development is to bring these activities together within a clearer and more visible whole-college approach.

A Whole-College Approach to Health and Wellbeing

The College will continue to strengthen its approach to physical health, mental wellbeing, resilience and early intervention, recognising that learner success depends upon more than academic achievement alone.

This will include a coordinated focus on:

- Physical health and active lifestyles.
- Mental health and emotional wellbeing.
- Personal resilience and self-management.
- Early support and preventative interventions.
- Healthy routines that support learning, attendance and achievement.
- Creating inclusive environments where learners and staff feel safe, connected and able to flourish.

The College's ambition is to ensure that wellbeing is not viewed as a discrete service, but as a shared responsibility embedded across curriculum delivery, student experience, enrichment, safeguarding and organisational culture.

Participation, Lifestyle and Leisure

Myerscough believes that participation in positive activities plays an important role in confidence, belonging and personal development.

Alongside formal curriculum programmes, the College will continue to explore opportunities to expand participation in leisure, recreation and enrichment activities that support:

- Social connection and community cohesion.
- Personal confidence and leadership skills.
- Positive mental and physical wellbeing.
- Inclusion and belonging.
- Learner engagement and retention.

This approach recognises that participation itself can be a significant contributor to wellbeing and can support improved educational and employment outcomes.

Sport as a Vehicle for Health, Inclusion and Progression
Sport remains a significant area of expertise and specialism for Myerscough College. While the College will continue to support progression into employment, higher education and professional pathways, there is also an opportunity to strengthen the wider contribution that sport makes to health and wellbeing across the communities it serves.

The College will seek to build stronger connections between:

- Sport participation and wellbeing.
- Enrichment and student experience.
- Community engagement and outreach.
- Workforce participation and employability.
- Health improvement and preventative interventions.

By broadening participation alongside progression, sport can contribute not only to economic growth and skills development, but also to healthier and more connected communities.

Rural Wellbeing and the Land-Based Sector
As one of the UK's leading land-based colleges, Myerscough recognises the particular wellbeing challenges often experienced within farming and rural communities, including social isolation, workforce pressures, financial uncertainty and mental health concerns.

The College will therefore explore opportunities to further embed rural wellbeing within its provision and partnerships through:

- Promoting awareness of mental health and wellbeing within land-based industries.
- Supporting resilience, healthy lifestyles and personal wellbeing within curriculum delivery.
- Working collaboratively with employers and sector bodies to share effective practice.
- Contributing positively to wider discussions around wellbeing within farming and rural communities.

This reflects the College's commitment not only to developing technical skills, but also to supporting sustainable, resilient and thriving rural industries.

Community Partnerships and Social Impact
The College will continue to strengthen links with employers, health organisations, local authorities, community groups, national governing bodies of sport and wider partners to maximise its contribution to place-based health and wellbeing outcomes.

This includes opportunities to:

- Support community participation in sport and recreation.
- Promote healthier lifestyles.
- Contribute to preventative health initiatives.
- Create volunteering and leadership opportunities.
- Support workforce wellbeing and employer engagement.

Through these partnerships, Myerscough can extend its impact beyond education and play a positive role in supporting healthier communities across Lancashire and the wider North West.

Strategic Development and Future Ambition
During 2026–27 the College will explore how Healthy Communities can become a more visible cross-college theme, supporting delivery of the 2030 Vision and the strategic objective of creating "Safe, Inclusive and Healthy Communities."

This work will consider:

- Clear leadership and coordination across departments.
- Greater alignment between wellbeing, sport, enrichment and community engagement activity.
- The future role and scale of participation-focused sport and leisure provision.
- Stronger links between internal wellbeing initiatives and external community partnerships.
- The potential development of a more explicit rural and farming wellbeing focus.
- The establishment of success measures linked to participation, wellbeing, belonging, progression and workforce engagement.

Over time, this will support a more integrated approach that contributes to learner success, workforce participation, community resilience and the wider economic and social priorities identified throughout this Accountability Statement.

9.0 OUR APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT, WORKING WITH STAKEHOLDERS AND OTHER PROVIDERS TO REVIEW AND MEET SKILLS NEEDS

9.1 Key Stakeholders

Myerscough College is a strategically important organisation in delivering specialist education nationally, regionally and locally. In defining and then meeting national, regional and local skills needs, the College works with a range of key stakeholders from across schools, colleges, councils, universities, emerging CCA, Mayoral Devolved Authorities, Chambers, employer sector bodies and individual businesses.

9.2 Engagement with Other Providers in the Area

9.2.1 The Lancashire Colleges

The Lancashire Colleges (TLC) is a strategic partnership of Further Education colleges across the county, working collaboratively to deliver a coherent, employer-aligned skills system that supports economic growth and opportunity across Lancashire

In 2026, TLC launched its Strategy 2025–2030, marking a clear shift from collaboration in principle to coordinated, system-level delivery. The strategy responds to a changing landscape of national reform, devolution, and employer demand, strengthening alignment across colleges and reducing fragmentation in the skills system

The partnership is built on a shared commitment to:

- Clear and coherent skills pathways for learners and employers
- Stronger alignment between curriculum and economic priorities
- A more joined-up, responsive and place-based FE system

Delivery is structured around five strategic priorities:

- Curriculum and skills pathways
- Learner experience and progression
- Workforce and system capacity
- Employer and civic partnership
- Financial resilience and effective investment

A defining feature of the strategy is its focus on implementation. Alongside the five-year framework, TLC has agreed a shared Strategic Action Plan for 2026, including agreed priorities, named leadership and clear milestones, ensuring a strong focus on delivery and accountability.

Myerscough College plays a central role within this partnership, contributing its specialist expertise in land-based, environmental and rural skills, and supporting the development of coherent pathways across priority sectors, particularly in areas aligned to food security, sustainability and the rural economy.

Through TLC, the College works collaboratively to:

- Support joined-up planning across the Lancashire skills system
- Share effective practice and intelligence
- Reduce duplication and strengthen system coherence
- Provide a clear and credible collective voice for Further Education

This collective approach strengthens delivery of Local Skills Improvement Plan priorities and supports a more strategic, inclusive and employer-led skills system across Lancashire.

9.2.2 The Morecambe Bay Curriculum (MBC)

Myerscough's Principal was the co-creator of the Morecambe Bay Curriculum, during his time at Lancaster & Morecambe College, a close TLC partner college.

Myerscough College has been a partner in the Morecambe Bay Curriculum and the college's Principal is a member of the overarching Partnership Board.

The MBC is developing a birth to 25, place-based sustainability curriculum from primary to degree working in collaboration with schools, colleges, universities, public and private sector bodies around the Morecambe Bay area. The project was inspired by the concept Eden Project Morecambe objectives for improving social mobility, reducing food poverty, providing a sustainable way of living.

9.2.3 University of Lancashire

Myerscough is a partner of the University of Lancashire and works closely with the university to provide the land based higher education provision for the area. The College and university undertake joint projects, training, development, sharing of resources, skills and research. This relationship has been further developed in the past few years with the opening of the University's Veterinary School which sees its students being taught most of their animal husbandry skills at Myerscough College.

9.2.4 LANDEX and Reaseheath College

Myerscough works in partnership with Landex – Land Based Colleges Aspiring to Excellence, a consortium of over 36 member colleges / universities across the UK who collaborate to ensure the group meet national skills needs in the land-based sector. Landex members share good practice, undertake joint CPD, undertake curriculum and qualification development in line with national priorities. Myerscough undergoes an annual peer review process undertaken by Landex Quality Team members together with other Landex colleges experts to review individual colleges and support further development. The College also hosts training for collaborative purposes at the College such as for subject pedagogy, qualification reform, leadership, and management.

As the two specialist northwest land- based colleges, Myerscough and Reaseheath Colleges have embarked on an exciting, sector leading collaborative initiative to bring together expertise, resources and curriculum planning to provide a coherent specialist offer for northwest England and beyond.

9.2.5 Land Based Assessment Ltd

Myerscough works in partnership with 16 other colleges as a member of Land Based Assessment Ltd (LBAL), an end point assessment organisation that works in collaboration with Lantra, an awarding organisation, to facilitate the provision of high-quality End Point Assessment of Apprenticeships.

9.2.6 Trailblazer Groups

Myerscough sits at the table on four Land-based Apprenticeship Trailblazer groups and supports a further two with funding revisions. As part of this work the College has worked strategically with the Institute for Apprenticeships and Technical Education (IfATE) to enhance these standards and was instrumental in policy change that has allowed Myerscough to be an End Point Assessment Organisation (EPAO) for the Arboriculture Degree Apprenticeship.

9.2.7 Myerscough Farmer Network

The College has established a Farmers Network in Lancashire to provide training needs analysis, skills development, knowledge transfer and exchange and training to the farming community to meet skills gaps in line with LSIP key agri-food drivers.

9.2.8 National Partnerships

The College undertakes academic research in collaboration with a wide range of organisations for example in Golf with the Royal and Ancient (R&A) and in arboriculture with the Forestry Commission, University of Cumbria and Lancaster University.

9.2.9 Lancashire Devolution

Myerscough College has worked to support the transition to a new Combined County Authority (CCA), ensuring close alignment of the College to key stakeholders in identifying and addressing local skills needs. This includes the Chief Executive & Principal being final chair of the transitional Employment and Skills Board. The College has also signed up to the Lancashire Skills Pledge and pledged to meet and support all eight pledges to support skills and employment across Lancashire.

9.2.10 Work Based Learning Executive Forum

Myerscough is a member of the Lancashire Work Based Learning Executive Forum which is a company committed to supporting its members to provide the highest quality of Work-Based learning opportunities to young people and adults within the workforce to the benefit of employers and the wider society in Lancashire. Projects that the group have collaboratively worked on include the Lancashire Levy Transfer Network, the Lancashire Skills Pledge, Lancashire Apprentice Ambassador Network, deliver of the ASK Programme (Apprenticeship Support and Knowledge), Local Enterprise Partnership & Lancashire Engaging Apprentices Programme.

10.0 CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES 2026-27

A key priority for Myerscough College was to consult upon, develop and deliver a new 2025-30 Strategic Plan. The process of defining the college's '2030 vision' and then capturing this measurably in a published new strategic plan embraced the full context of the college's national, regional and local roles as summarised above.

The college recognises the need for rapid but sustainable change to fully meet the needs of the communities it serves, driving the productivity of the industry sectors it supports and its role as an anchor organisation, supporting social mobility and aspirational learning opportunities.

To enable the delivery of its strategic objectives the college will become fully employer led in creating, refining and delivering its ambitious curriculum offer, ensuring high quality education, consistently, across its sites and provision types.

To drive the highest quality of teaching and learning experience the college must become an employer of choice, attracting industry leading staff, current in their knowledge and skills, future thinking and ambitious for the positive progression of their students.

Remaining true to its core values, the college will ensure its inclusive approach, with starting points on career roadmaps for young people and adults, whilst driving aspiration, ambition and positive progression for all.



11.0 ACCOUNTABILITY STATEMENT – KEY ACTIONS 2026/27

The 2026/27 academic year represents the first full delivery phase of the College's 2030 Vision. Building on a strong Ofsted judgement (April 2026), the College will prioritise implementation, impact and measurable contribution to Local Skills Improvement Plans (LSIPs), national policy and local economic growth.

Actions are structured around the College's three strategic pillars.

11.1 Empowered People

Focus: Delivering high-quality, inclusive education and developing a skilled, resilient workforce aligned to employer need.

11.1.2 Inclusive Culture, Health and Engagement

- Strengthen an inclusive, high-performing organisational culture, aligned to College values
- Support staff and learner wellbeing, responding to regional challenges around:
  - Economic inactivity
  - Health-related barriers to work
- Expand initiatives linked to:
  - Sport, health and wellbeing pathways
  - Community engagement and participation
- Enhance staff engagement and voice, strengthening organisational resilience and retention

11.1.3 Curriculum and Skills Delivery

- Deliver an employer-led curriculum aligned to:
  - National skills priorities
  - Lancashire and North West LSIPs (2026 refresh)
- Strengthen workforce pipelines through:
  - Expansion of apprenticeships
  - Clear progression routes from entry to higher-level study
- Embed:
  - English, maths and digital skills
  - Employability, behaviours and work readiness
- Implement curriculum reform, including:
  - T Levels (where appropriate)
  - Viable Level 3 alternatives
- Maintain high-quality teaching, learning and assessment, supported by robust quality assurance

11.2 Unique Place

Focus: Strengthening the College's position as a specialist national provider and regional anchor institution.

11.2.1 Infrastructure and Learning Environment

- Continue targeted investment in specialist facilities and digital infrastructure
- Ensure all environments reflect industry standards and emerging technologies
- Support high-quality delivery across all campuses, with a focus on specialist centres of excellence

11.2.2 Regional and National Leadership

- Play a leading role in the transition to a Lancashire Combined County Authority (CCA)
- Align provision to:
  - Lancashire Growth Plan
  - Devolution priorities
  - National policy (skills, productivity, employment)
- Strengthen the College's role as a national provider of land-based and green skills
- Continue to review provision, including rationalisation where needed to secure quality and financial sustainability

11.2.3 Partnerships and System Collaboration

- Deepen strategic collaboration with key partners including:
  - Reaseheath College (joint land-based strategy)
  - The Lancashire Colleges (TLC)
  - Universities, employers and sector bodies (e.g. Landex)
- Expand:
  - Employer networks (e.g. Farmer Network)
  - Curriculum co-creation and knowledge exchange
- Strengthen the College's regional, national and international reputation

11.3 Sustainable Productivity

Focus: Delivering innovation, financial resilience and long-term economic and environmental impact.

11.3.1 Financial Sustainability and Investment

- Maintain strong financial performance and value for money
- Align investment to:
  - Strategic priorities
  - Curriculum delivery
  - Estate and infrastructure requirements
- Ensure long-term financial resilience in a changing funding environment

11.3.2 Innovation, Technology and Research

- Embed digital innovation and AI across teaching, operations and decision-making
- Expand applied research, innovation and knowledge transfer, particularly in:
  - Agriculture and agri-tech
  - Environmental sustainability
  - Sport and wellbeing
- Strengthen employer collaboration in innovation-led curriculum development

11.3.3 Sustainability, Net Zero and System Impact

- Embed sustainability and green skills across all provision
- Support national and regional priorities including:
  - Food security
  - Environmental sustainability
  - Net zero transition
- Align activity to local economic development and workforce participation priorities, including:
  - Reducing economic inactivity
  - Supporting inclusive growth
- Continuously review:
  - Curriculum offer
  - Recruitment strategy
  - Market demand

11.4 Measuring Impact

Success will be evidenced through:

- Learner progression to employment, apprenticeships and higher-level study
- Growth in apprenticeships and workforce training aligned to priority sectors
- Improved participation and outcomes for underrepresented groups
- Employer satisfaction and engagement
- Contribution to:
  - Food security and land-based industries
  - Green skills and sustainability
  - Health, sport and workforce participation

11.5 College Priorities for 2026/27

In 2026/27, Myerscough College will prioritise:

- Delivering skills for food security, green growth, sport and wellbeing
- Expanding apprenticeships, technical pathways and workforce development
- Strengthening inclusive participation and mainstream provision
- Embedding employer-led curriculum aligned to LSIPs and economic need
- Driving measurable impact as a regional anchor institution

12.0 LOCAL NEEDS DUTY

Governors undertook a full evaluation of Local Needs Duty in 2025 as summarised below:

12.1 Evaluation (2025/26)

The College has undertaken a detailed assessment of how well it meets needs, using the current criteria used in the Enhanced Inspection Framework, and concluded as follows:

- Leaders and managers engage very effectively with employers and other relevant stakeholders to understand the skills needs of the local, regional and national economy, and plan their curriculum accordingly – Strong.
- Leaders and managers involve employers and other relevant stakeholders very effectively in the design and implementation of the curriculum to prepare students for future education, employment or work – Reasonable.
- Leaders and managers are very clear how they contribute to skills needs – Strong.
- Leaders and managers ensure that the curriculum is planned and taught effectively, so that learners and apprentices learn the skills they need – Strong.

Against this there are some areas for development for 2025/26

a. Whilst in many curriculum areas there is strong involvement of employers in design and / or delivery of the curriculum, in other areas further development is required. We have incorporated meeting skills needs into the QAR process, but this requires further embedding in 2025/6

b. Our ability to meet employer needs underpinned by our ability to recruit and retain staff in key sector areas

c. Further work is needed to systematically share employer needs information with curriculum heads to support the development of a future curriculum offer.

d. Employability skills need further development within some elements of the curriculum linked directly to employer feedback and sector employment requirements.

During 2025/26 the College has made significant progress. The effectiveness of this approach is supported by external inspection evidence. Ofsted highlighted that learners with high needs "develop confidence and independence which enables them to fully participate in college life, make sustained progress and achieve their aspirations" (Ofsted, April 2026).

Apprenticeships are a key mechanism through which the College meets its Local Needs Duty, providing employer-led pathways into priority sectors. Ofsted recognised the strength of this provision, noting that apprentices are highly committed and supported to achieve their potential through clear expectations and high-quality teaching (Ofsted, April 2026).

Furthermore, inspectors confirmed that learners across provision areas "develop extensive industry knowledge and skills" and are well prepared for employment and progression, demonstrating clear alignment with the College's Local Needs Duty. Ofsted identified Myerscough College as delivering an "ambitious, progressive curriculum" within a "supportive and inclusive culture", ensuring that learners flourish and are well prepared for their future (Ofsted, April 2026).

12.2 Local Needs Duty – 2026 Review Conclusions

The College has undertaken a review of how effectively its provision meets local, regional and national skills needs in line with the Local Needs Duty.

This review concludes that:

- Provision is strongly aligned to priority sectors, particularly land-based industries, environmental sustainability and food production
- Curriculum design is closely informed by employer engagement and Local Skills Improvement Plan (LSIP) priorities
- Learners and apprentices develop the technical skills, behaviours and knowledge required for employment and progression

The review also identifies areas for further development:

- Expanding workforce pipelines in key shortage areas
- Strengthening progression into higher-level technical and professional roles
- Increasing inclusive participation within priority sectors

These conclusions directly inform the actions and priorities set out in this Accountability Statement for 2026/27.

13 CORPORATION STATEMENT

We are committed to complying with our duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. We will look to hold a review at least every three years to identify how well we are meeting local needs associated with securing suitable employment. We will publish our report on our main website following this review.

On behalf of the Myerscough College Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Chair of the Corporation on 7th July 2026.



Jane Booker
Chair of Governors



Wes Johnson
Principal/Chief Executive and Accounting Officer

Dated: 7th July 2026

11 APPENDIX – REFERENCE TO RELEVANT SUPPORTING DOCUMENTATION

Colleges should provide links below to any other key documents that are referred to or directly relevant to the college plan, such as LSIPs; annual financial statements; performance dashboards; and Ofsted inspections.

Financial Statements – July 2025 **HERE**

https://www.myerscough.ac.uk/media/rzlphu31/myerscough-college-report-financial-statements-for-the-year-ended-31-july-2025-signed.pdf

Ofsted Inspection – April 2026 **HERE**

https://reports.ofsted.gov.uk/provider/31/130743?shem=rimspwouoe,

Ofsted Residential Inspection November 2024 - 50267553 **HERE**

https://files.ofsted.gov.uk/v1/file/50267553

Myerscough College website **HERE**