Boston College Annual Accountability Statement 2026/27

Purpose

At Boston College, our civic and strategic role is clear: we drive social mobility, local economic regeneration, and workforce development by helping our students build purposeful futures. Grounded in our core mission—to inspire lifelong learning, growing people to be their brilliant best, energising our communities and brightening our futures - this statement bridges our long-term strategic vision for curriculum and skills, "Beyond Boston: Curriculum 2040" through which we want to challenge the idea that where you grow up sets a ceiling on what you can achieve.

We challenge the regional status quo by purposefully designing our technical and pastoral delivery around real labour market demands and lived learner experiences, transforming educational gaps into highly skilled, empowered, and future-ready individuals. This statement shows how we are using public funding this year to meet the skills needs of Greater Lincolnshire. It aligns our daily work with the local priorities set out in the Local Skills Improvement Plan (LSIP), supports national contributions toward the two-thirds target for young people engaging in higher-level education by age 25, and meets our legal responsibilities under the Local Needs Duty.

Context and Place

We serve a very specific part of Lincolnshire, covering Boston, South Holland, and East Lindsey. While our region has brilliant communities and real opportunities through recent Town Deal investments, our students face some tough realities every day:

- **High Deprivation:** Our main campus sits right in the middle of the PE21 area, which is ranked in the top 2% most deprived parts of England for education and skills. Local child poverty in our constituency sits at 40.6%.
- **The Qualification Gap:** Over 27% of adults in Boston have no qualifications at all (the second highest rate in the country), and only 19% have a Level 4 qualification or higher.
- **Low Starting Points:** Because of these systemic challenges, 64% of the young people who come to us haven't passed their GCSE English and/or maths yet. They arrive needing to resit these exams, often with very low academic confidence.
- **Other Barriers:** Being a highly rural and coastal area means public transport is poor and expensive. Combine that with low average wages (£6.6k below the national average) and high household debt, and it becomes clear that our students are balancing a lot of personal and financial pressure alongside their studies.

- **Small Business Structure:** The Greater Lincolnshire business landscape is comprised of approximately 40,560 enterprises, where 98% are classified as micro or small businesses. This highlights a structural demand for flexible, bite-sized training rather than rigid multi-year courses. Furthermore, our curriculum addresses a stark regional higher-education gap: only 34.2% of the local population holds a degree-level qualification or higher, representing a 13.8 percentage point deficit against the national average.

Our Strategic Commitments are derived from our curriculum and skills strategy: Beyond Boston: Curriculum 2040 is rooted in Boston, connected to Lincolnshire and ambitious for the world beyond.

Vision: Where you come from should never determine where you reach.
Beyond Boston is our commitment to build a curriculum of hope, confidence, pride and possibility.

Strategic intent: A curriculum that raises aspirations, strengthens belonging, responds to real labour market needs and enables learners to think beyond Boston while seeing that success can be achieved here.

- **What this means for curriculum:** We are dedicated to designing an industry-driven curriculum that is inclusive and aspirational from the outset. By combining high-quality technical and academic study with relational teaching practices, we ensure every learner can make meaningful progress from their individual starting points.
  - **Aligned Strategies:** Curriculum and Skills (Beyond Boston: Curriculum 2040) and SEND and Inclusion Strategy.

- **What this means for everyone:** We pledge to cultivate a college community where difference is valued, barriers are removed, and a culture of SEND and inclusion is woven into every single interaction. Through our physical campus upgrades and our explicit SEND Promise, we commit to being a safe, welcoming anchor institution where all students feel they truly belong.
  - **Aligned Strategies:** SEND and Inclusion Strategy and Student Experience Strategy.

- **What this means for how we engage and connect with learners:** We are committed to empowering our students to act as equal partners in shaping our college culture and influencing the decisions that affect them. Through fully operational Student Council and Student Union structures, alongside transparent termly 'You Said, We Did' feedback cycles, our improvements are driven directly by our learners' lived experiences.
  - **Aligned Strategy:** Student Experience Strategy.

- **What this means for digital innovation:** We are committed to preparing our students and staff for the rapid technological shifts of Industry 5.0 and the Fourth and Fifth Industrial Revolutions. Through our cross-college AI Academy and the BCXP initiative, we ensure data literacy, safe AI adoption, and digital productivity are built directly into every mainstream training pathway.
  - **Aligned Strategies:** Curriculum and Skills (Beyond Boston: Curriculum 2040) and Student Experience Strategy.

- **What this means employability:** We aim to mould "The Boston Graduate" - an agile, resilient, and highly employable professional who is primed to lead. By mandating an interactive Skills Passport, dedicated Industry Weeks, and entry into competitive excellence platforms like WorldSkills, we give our learners the 21st-century skills and direct employer encounters they need to step confidently into great careers.
  - **Aligned Strategies:** Curriculum and Skills (Beyond Boston: Curriculum 2040) and Student Experience Strategy.

- **What this means emerging the green economy:** We pledge to prepare our workforce and our region for the critical transition to a low-carbon economy. We explicitly embed sustainability, environmental responsibility, and green skills - such as low-carbon retrofitting, electric vehicle infrastructure, and smart agronomy - as core golden threads across all curriculum operations.
  - **Aligned Strategy:** Curriculum and Skills (Beyond Boston: Curriculum 2040).

Approach to Developing the Annual Accountability Statement

This statement has been developed through proactive, early-stage collaboration with external regional stakeholders to ensure coherent local planning and maximise resource deployment:

- **Employer and ERB Integration:** Leaders engaged directly with the designated Employer Representative Body (ERB) and the emerging Greater Lincolnshire Mayoral Combined Authority from the outset of the planning cycle. Strategic alignment workshops were completed alongside cross-county skills directives to embed the 2026/27 LSIP priority updates.

- **Intelligent Data Informed Decisions:** The strategic direction of the curriculum is driven by informed data based decision making, making use of a broad range of data relating to LMI, Skills, Demographics, Performance and Trends to ensure that the curriculum offer is robust, efficient and meeting the skills needs.

- **Collaborative Local Frameworks:** This statement incorporates joint priorities from the Greater Lincolnshire Federation of Colleges, ensuring skills funds are deployed efficiently across regional providers to eliminate unhelpful curriculum duplication and construct transparent progression pathways. The college works effectively with schools in the region to promote Further and Higher Education, Apprenticeships and progression pathways for young people in the community.

- **On-the-Ground Co-Design:** Curriculum and student experience pathways are systematically funnelled through our active Industry links and sector forums, ensuring 100% of technical delivery pathways are co-designed and co-delivered with employer partners. Lived experience directly drives college change, embedding students as active co-creators of institutional culture.

- **Stakeholder Engagement:** The college engages with a wide range of key stakeholders in the development of the curriculum offer and student experience. Through business networks, employer forums and industry skills boards, working with employers, community groups and public sector organisations, the strategic direction of the college is shaped directly to meet local, regional and national skills needs.

- **Active STEM Pipelines:** In partnership with the Lincolnshire Institute of Technology (LIoT), the college will support the annual LIoT STEM Challenge for Year 9 students across South Lincolnshire to cultivate early technical interest and secure long-term pipelines into engineering and digital disciplines.

Reflecting on 2025/26 Performance Against Outcome Targets

In our 2025/26 statement, we committed to overhauling team performance tracking and targeting historical inconsistencies in student retention and satisfaction. We have successfully met those core outcome goals:

- **Retention:** Driven by our 42-day intervention model, institutional retention has improved to over 90%.
- **Student Satisfaction:** Student satisfaction rose significantly from 86% to 91%, with 91% verifying they receive effective progress feedback.

- **Areas for Continuous Improvement:** While technical trades are meeting or exceeding national averages, our adult achievement and apprenticeship quality and standards remain key focal points for early intervention data systems in the 2026/27 cycle.

Contribution to National, Regional, and Local Priorities

The college is well-placed to respond to the national skills priorities as outlined in the Skills England report, Industrial Strategy and Plan for Change despite some sectors not having a strong foothold in the region.

Advanced Manufacturing, Agri-Tech and Clean Energy

- **What we will do:** Open our new Agri-Food Hub and Electrical Apprenticeships Academy. We will add robotics, automation, and advanced welding modules into our Level 3 Engineering courses. All study programmes will feature components centred around green skills and sustainability.
- **KPIs**
    - The Agrifood hub will be open from October 2026 and offer courses in food manufacturing and growing produce
    - We will develop micro learning in the agri-tech skills needs across Engineering, Digital and Hospitality supporting careers into supply chain across the agriculture industry
    - 100% of learners on L3 engineering programmes will learn robotics, automation, and advanced welding modules
    - Teaching staff across Engineering and Digital will complete industry-standard CPD or external industrial placements with agri-tech partners to ensure technical currency in modern robotics and Industry 5.0 systems.

Green Construction & Traditional Trades

- **What we will do:** Bring our new Construction Centre of Excellence to life (subject to funding) and embed modern insulation, retrofitting, and low-carbon building skills into all plumbing, electrical, and brickwork courses. We will also launch a Drone Academy to train licensed pilots for local construction and farming businesses.
- **KPIs**
    - All staff attend external development in modern methods of construction
    - We will train 2 staff to become licenced drone pilots
    - 100% of plumbing and electrical learners undertake training in retrofit

Defence

- **What we will do:** Develop a strategic partnership with the Defence Technical Excellence College (DTEC) in Lincoln to provide high level engineering and cybersecurity training opportunities to the local region.
- **KPIs**
    - Partnership arrangements are in place by September 2026 (or as per Lincoln College)
    - Careers module in defence industries is live by December 2026

Health and Social Care

- **What we will do:** Revitalise the curriculum offer covering T Level, Apprenticeships and National Diplomas, introducing "Medi-Tech" training teaching students how to use digital care plans, telehealth tools, and remote patient monitoring equipment.
- **KPIs**
    - 100% of study programme learners undertaking training in medi-tech
    - Re-establish a positive employer network across Health and Social Care to support curriculum development, work placements and apprenticeships

Raising the Bar in English and Maths

- **What we will do:** Counteract the 64% learner entry deficit by deploying a relational, trauma-informed pedagogical model using standardised initial assessments (BKSB) and personalised Canvas learning modules. Implement mandatory context-specific vocational English and maths components across all technical study programmes
- **KPIs**
    - Improve achievement of apprentices sitting functional skills from 39% to 45%
    - Improve achievement in GCSE resits 84% to 87%
    - 100% study programmes context-specific vocational English and maths components

21st Century Skills

- **What we will do:** Fully embed 21st century skills development across the curriculum in all provision types, including an interactive, online BCXP 21st Century Skills programme. Every full-time 16–19 student will complete modules on real-world skills: communicating professionally, teamworking, problem solving and resilience.
- **KPIs**
    - Implement a 21st century skills framework and train staff in 21st century skills design
    - Launch 3 micro learning modules in BCXP each term overing 21st century skills
    - 100% of study programme learners to achieve at least three BCXP 21st Century Skills badges in year.

Re-engaging Home-Schooled and At-Risk Youth

- **What we will do:** Launch a dedicated new curriculum offer, 'Futures Ignite' to support NEET individuals into education, training, or employment. This provision is intentionally designed to align with regional Get Britain Working local plans, combining flexible vocational re-engagement with multi-agency support to reverse youth disengagement in South Lincolnshire
- **KPIs**
    - Futures Ignite programme is co-designed with stakeholders and is live from September 2026
    - 85% achievement rate in first year of provision
    - 90% progression to positive destinations (further education or training, apprenticeship, employment, internship)

Digital, AI and Business Services

- **What we will do**: Launch a cross-college AI Academy by October 2026 to explicitly integrate practical AI awareness, data analytics, and intermediate software literacy (Microsoft 365/Excel) across all mainstream curriculum areas, fulfilling the top cross-cutting skills need identified in the LSIP.·KPIs
- **KPIs**
    - The AI academy is live from November 2026
    - 2 x Micro-credential modules of BCXP AI Training available each term
    - Confidence using digital tools for learning improves in year for all students

Strategic College Partnerships

Boston College continues to work with regional education and industry stakeholders, including:

- Greater Lincolnshire Federation of Colleges for collaborative skills development. We are actively collaborating on a regional replacement framework for the ESOL offer in direct response to the upcoming policy shift by the Greater Lincolnshire Combined County Authority (GLCCA) taking effect in 2027. Together, we are designing an integrated syllabus that merges English language development with practical functional employment literacy to secure communication skills across the region.
- Employers in Health, Creative, and Technology sectors for curriculum co-design.
- University partners to support Level 4-6 qualifications and degree apprenticeships.
- Lincolnshire Integrated Care Board, supporting the NHS and care through collaboration.

Inclusive Mainstream Fund

Boston College will utilise its allocation from the Inclusive Mainstream Fund to facilitate a seamless transition toward the reformed national SEND system. Our implementation roadmap centres on migrating from reactive, isolated support models to proactive Universal Design for Learning (UDL):

- **Deployment of the Graduated Response:** Funds will directly subsidise twice-yearly SEND Review Boards and "Preparation for Learning" interventions. This structured framework coordinates evaluations between the Inclusive Learning team and curriculum tutors to deploy targeted, time-limited adjustments, systematically reducing adult-dependency and championing the Preparation for Adulthood (PfA) framework.
- **Mainstream Pedagogical Upskilling:** We will invest the fund into targeted continuous professional development (CPD) and publish our new Inclusive Pedagogy Charter. This charter establishes high-quality Quality First Teaching (QFT) as the absolute default classroom baseline, training mainstream educators in scaffolded lesson design, cognitive load minimisation, and digital assistive technology integration.
- **Support Staff Professionalisation:** The fund will establish a sustainable "grow-your-own" support paradigm by launching Level 3 and Level 5 Specialist Teaching Assistant Apprenticeships, ensuring 100% of our Learning Support Assistants (LSAs) hold or are actively working toward formal Level 2 qualifications.
- **Infrastructure Transition:** To bridge legacy provision with the 2027/28 capital opening of our physical campus Inclusion Hub, funds will be deployed to secure accessible resources, assistive multi-sensory software, and specialised transport infrastructure (e.g., an accessible minibus) to eliminate regional mobility barriers.

Local Needs Duty

The Governing Body of Boston College confirms that this statement is informed by its ongoing strategic review of provision.

Review Conclusions & Strategic Evolution
Following our comprehensive structural review, leaders enacted decisive team re-organisations to eliminate legacy weaknesses in performance oversight and data clarity. We have transitioned completely away from an overly complex balanced scorecard approach to a highly targeted, streamlined **KPI Dashboard** reviewed directly by Governors.

Our localised intervention model has achieved success, driving institutional student retention over 90% and elevating verified student satisfaction to 90%. Middle leadership capacity continues to be systematically reinforced.

Our ongoing strategic conclusions confirm that while technical pathways in traditional sectors are thriving, the college must expand its high-tech capabilities. Accordingly, the Corporation has reviewed a multi-year Estates Transformation Plan to align capital resources directly with the LSIP:

- **2026/27 Milestones:** Agri-Food Hub; "The Boston Works" Creative Learning Hub and Gallery Space; E-Sports Arena; Construction Centre of Excellence.
- **2027/28 Milestones:** Centralised Campus Inclusion Hub; Learner Services Relocation to the front entrance; Pedestrianisation of Campus.
- **2028/29 Milestones:** High Needs Facility Expansion (Jean Ingelow Building).

Corporation / Governing Body Statement
The Boston College Corporation officially signed off on this statement on July 1, 2026. We confirm that this document accurately outlines our purpose and meets our legal obligations under the statutory Local Needs Duty.

Signed Chair of Governors 

Signed Principal and CEO 

Approved by the Corporation on July 2nd, 2026

Supporting Documentation:
- Meeting Skills Needs – Guidance on annual accountability statements 2026 to 2027 and the Local Needs Duty
- GLCCA Accountability Agreement
- Beyond Boston 2040: Curriculum and Skills Strategy
- SEND and Inclusion Strategy
- Student Experience Strategy