



CRAVEN COLLEGE

# ANNUAL ACCOUNTABILITY STATEMENT 2026

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# ANNUAL ACCOUNTABILITY AGREEMENT

## 1. PURPOSE

Craven College's commitment to the development of skills can be seen in the College's Strategic Plan 2024-2030. Strategic aims related to skills and the relationship with employers and stakeholders in the design and development of provision (SA2, SO3 and SO4) are now made more overt. A separate Skills Plan was implemented in September 2024.

### **Vision**

To be exceptional in everything we do

### **Mission**

Proudly serving the community by delivering high quality education and training

### **Strategic Aims**

- SA1 To be the college of choice for students
- SA2 To be the college of choice for employers and other stakeholders
- SA3 To be the education employer of choice in the region
- SA4 To grow an efficient and sustainable college

### **Strategic Objectives**

- SO1 Ensure that exceptional teaching and learning is at the heart of our college
- SO2 Provide an outstanding student journey to maximise potential
- SO3 Foster highly effective partnerships with employers and stakeholders
- SO4 Deliver on the current and future skills needs of our communities and employers
- SO5 Nurture a culture of excellence, celebrating success and promoting accountability
- SO6 Seek out opportunities to grow and drive an efficient, effective and sustainable college

In October 2023 the governing body commissioned a strategic review of the College. This was carried out by the FEC and the DfE placed Based team. The review included:

- A local provision needs analysis (LPNA)
- Positioning and performance of the college regarding its capacity and approach to meeting local needs

The strategic aims and objectives take into account the recommendations made as a result of the strategic review (see Local Needs Duty section).

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## 2. CONTEXT AND PLACE

We are a small general further education college, based in the market town of Skipton, North Yorkshire, 'The Gateway to the Dales.' Our unique position draws students from the dispersed towns and villages of the Yorkshire Dales, East Lancashire, and West Yorkshire (WY).

Skipton has two selective grammar schools which both have sixth-form provision. This means that most full-time students choosing Craven College have vocational ambitions or have not met the stringent entry requirements of selective schools. We have a significant proportion of students with mental health needs and are a first-choice provider for the local authority for High Needs transition. Students choose Craven College for our reputation for individualised support and the appeal of a small, friendly and semi-rural campus.

The College operates over five teaching and administration sites, with the principle Aireville campus situated on the outskirts of Skipton town. The Aireville campus comprises of four teaching buildings, a café and the Animal Management Centre with specialist rooms for aquatics, invertebrates, nocturnals, reptiles, amphibians and small mammals. The Style Academy is also on campus with fully equipped, modern salons using industry-standard, techniques and products.

The neighbouring Craven Cattle Mart provides leased premises predominantly for land-based provision, and commercial business development through Tyro Training. This environment provides a real connection to the agriculture and land-based industries that make up the businesses using and situated in the Craven Cattle Mart. A substantial number of students come from an agricultural or rural home and so this connection is valuable and tangible in determining career networks and working towards their aspirational ambitions. The motor vehicle facilities located at the Auction Mart campus were recently updated to bring them in line with modern garages and new technologies.

Following the opening of our new construction centre, recruitment across all curricula has increased with numbers exceeding the growth target set for 2029/30. Apprenticeship numbers are also increasing in electrical installation as well as new apprenticeship provision in plumbing and heating due to larger capacity built into new and existing spaces. The increased capacity in these two areas is to support further development of an adult offer at level 1 and 2.

The Craven Arena is situated behind the Cattle Mart and provides students with first-hand experience of working and learning in competition standard equine facilities which includes an indoor arena with specialist flooring, 22 stables, an outdoor warm up arena, a horse solarium, tack and blanket rooms, on site liveries, turn out pens and a teaching area. The arena is a new building and is quickly growing a reputation as a competition-class venue that is being used by industry professionals to run courses and masterclasses on stable management, clinics, unaffiliated dressage, combined training and show jumping.

The Aviation Academy is based at Leeds-Bradford Airport which enables strong collaboration with major airlines operating out of the airport; providing work placements, progression into jobs and industry specific enrichment through the airport police, border force and Jet2.

Evolve is based in Ripon and supports young people with social, emotional and behavioural difficulties, offering study programmes with a focus on work experience and skills for employment. There is very limited provision of this type in the area and destinations are outstanding in relation to starting points for these students.

Community programmes are delivered at Aireville campus and in outlying premises that are local to needs including Keighley, Settle and Burnley. These programmes are often the first study experience for some demographic groups and are informed through strong collaboration with community leaders and Job Centre Plus.

Tyro training is Craven College's business arm and provides an extensive range of training to over 500 employers. Staff within Tyro Training also successfully deliver skills bootcamps in forestry and arboriculture.

Craven College offers a broad range of vocational and technical qualifications to young people and adults. The most popular subject sector areas are Health & Social Care, Horticulture & Forestry, Animal Care, Building & Construction, Preparation for Life & Work and Business Management. The College also delivers apprenticeships, serving a base of employers in the local area with a small provision in Scarborough that

are mainly in Accounting & Finance, Construction and Service Enterprises.

Provision at the College ranges from entry level to level 6 in the subject sector areas of Construction, Equine, Countryside, Agricultural Engineering and Motor Vehicle, Hair and Beauty, Travel and Tourism, IT, Media, Performing Arts, Hospitality and Catering, Sport, Public Services, Health and Social Care, Early Years, Foundation Learning, Business, Computing, Science, Art and Design and Access to HE, ESOL, Distance Learning, Community Education and English, Maths and Functional Skills.

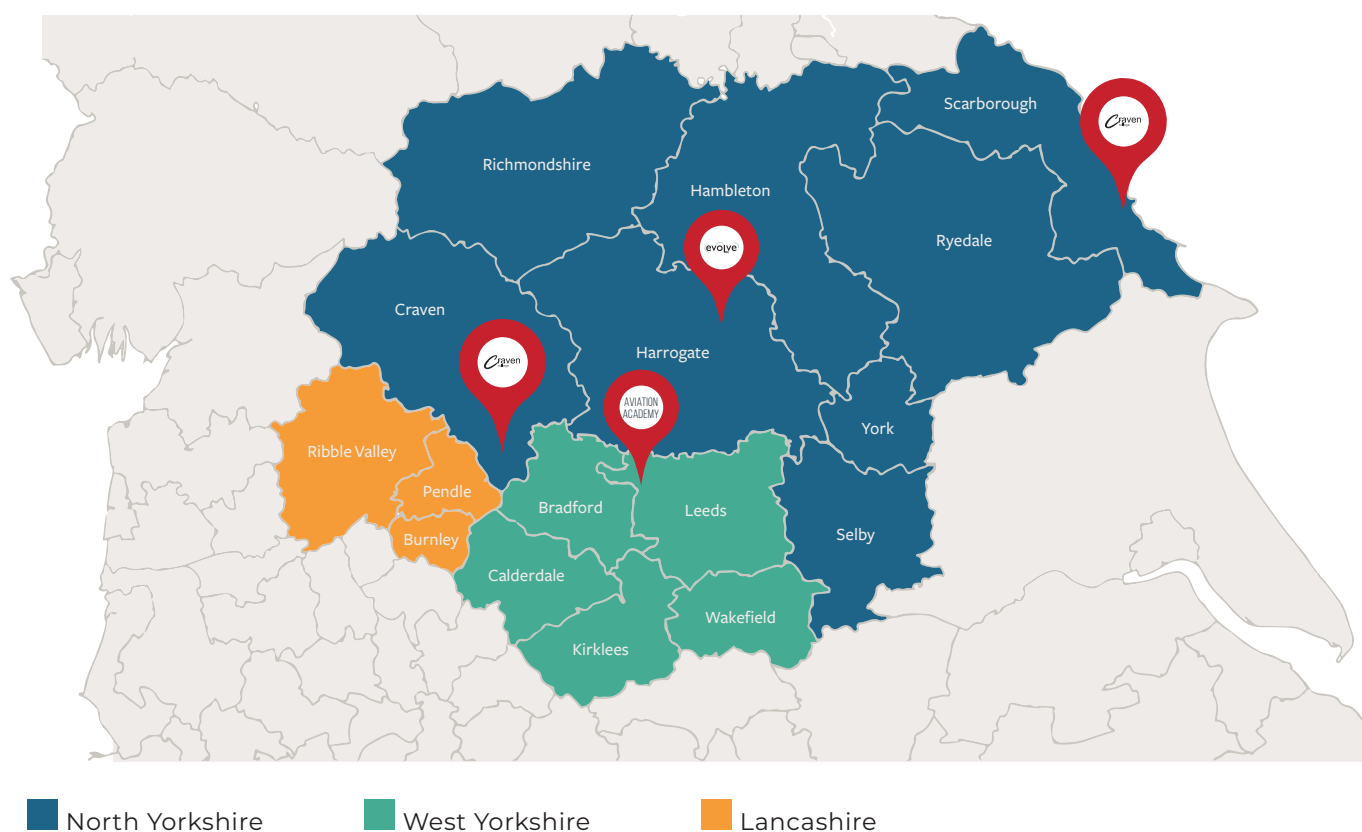
### Geographical area

Due to its geographical location, Craven College attracts students from 3 different local authorities, West Yorkshire (WY), North Yorkshire (NY) and East Lancashire. Of these, WY is an established devolved mayoral combined authority that will be moving to an integrated settlement, NY has recently become devolved with Lancashire also now a devolved authority.

Geographical data by district and ward for 16-18 funded learners demonstrates that Craven College attracts almost two thirds of its 16-18 students from these surrounding local authority areas, with nearly half from Bradford Local Authority and a significant proportion from Lancashire (mainly Pendle). Both Bradford and Pendle local authorities are within c.5miles of the main College site with strong transport links to the two respectively. The students that attend Craven College from the Leeds or Harrogate district are the ones that attend either The Aviation Academy (TAA) at Leeds Bradford Airport or Evolve at Ripon. The majority of 16-18 learners that live in Craven district and who continue in education, tend to study locally, with most split between Craven College and local school sixth forms.

ONS Population Projections by Local Authority District show increases in 16-17 years olds over the coming years for both Bradford and Pendle with a small reduction for Craven. 16-17-year-old populations are forecast to grow by c.6% and 12% for Bradford and Pendle respectively with Craven forecasting a contraction in this population over the period. Bradford also shows the greatest growth nationally over the next 5 years (decile 10).

The rural nature of much of the areas that Craven College serves means that education and training is less accessible.



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## **Economic and social characteristics**

There are varying levels of deprivation amongst the students at Craven College, and these diverse levels of deprivation play a role in the curriculum that is offered.

Craven has low levels of deprivation with more than 85% of the population in band 6 or higher. However, there are small pockets of higher deprivation in Skipton a few rural communities. More of the college students from Craven are from areas of lower deprivation with the percentage of 16-18 students coming from very deprived areas at 10% (band 1 to 3) greater than the resident 16-18 population (4.5%) and the deprivation profile of all providers recruiting 16-18 learners from the Craven district (7.7%). 20% of 16-18-year-old students and 24% of adult students come from band 6., with 47% of 16-18 and 42% of adult students are in band 7 or higher. Only 7.8% of adult students come from very deprived areas within Craven (band 1 to 3).

This is different to Bradford local authority where 61% of the adult population and 72% of the 16-18 population are in the most deprived bands (bands 1-3). In terms of the students attending the college from Bradford, the percentage for 16-18 has stayed consistent at 45% but the percentage of adults coming from band 1 to 3 to Craven college has increased from 54% to 63%.

Leeds is a mixed picture in terms of college students with less than half of 16-18-year-olds in band 7 or higher (44%). This compares to only 31% of the population in Leeds. A significant percentage of the 16-18-year-old cohort are in bands 1-3 (38%) with this increasing over the past 2 years. This is low when compared to 48% of the population.

In Pendle over 60% of the 16-18 population is in the most deprived bands 1 to 3 but only 32% of college students from Pendle are in these bands, although this has increased over the past 2 years. Most of the 16-18-year-old students at Craven College are in band 4. Over a third of the adult population in Pendle are in bands 1-3 but most adult college students are in band 4 (25% compared to 14% of the population).

Similar to the trend in NY where 23% of residents are at retirement age, the Craven district has an increasing older demographic with a steady increase in those aged 65 or older (27%) whilst those aged 64 and under has been decreasing. The age profile for West Yorkshire (median age 38) is broadly similar to the national average (median age 40) although Bradford has a younger population with a media age of 35.

More than 50% of people aged 16-64 in Craven district have a NVQ 4 or higher compared to 40% in England. This is also true for NY where 41% are educated to level 4 or higher. However, the situation is very different in WY with 34% qualified to this level, and in Bradford only 26% are educated to level 4 or higher. The proportion of the population with no formal qualifications is small in NY at 5% compared to 8% in West Yorkshire and 7% nationally. In Bradford however, 15% of the working age population have no formal qualifications.

Employment rates vary across the communities that the College serve. In the Craven district employment rates are 79% compared to 78% in NY and 76% in England. Employment rates in West Yorkshire are 75% but are considerably lower in Bradford at 66%.

In common with the rest of Yorkshire and Humber, more than 85% of businesses in the Craven district are microbusinesses with 0-9 employees. When considering Skipton, this number is 99% of businesses.

Within both West and North Yorkshire, the largest areas of employment are wholesale/retail, health & social care and manufacturing. Agriculture, hospitality and mining are strongly represented in the North Yorkshire's employment base relative to the national benchmark.

Construction, manufacturing & agriculture are the most strongly represented industries in Craven with the biggest employment sectors within Skipton being business admin & support services and financial & insurance. This is mainly due to the headquarters of Skipton Building Society being based in the town.

Both West and North Yorkshire have significant skills shortage and upskilling issues and have a deficit of higher skilled employment, particularly in the higher-level STEM professional roles.

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### **Local Skills Improvement Plans (LSIP)**

The West Yorkshire LSIP Progress report published in June 2025 provided a year-2 progress update on the Local Skills Improvement Plan (LSIP), originally published in August 2023. The report indicated that employers continue to face skills shortages, particularly in technical, leadership, and entry-level skills. Demand is rapidly shifting toward digital, automation, and green skills, requiring both short-term workforce readiness and long-term transformation. The focus continues to be on high-growth sectors: digital and technology, financial and professional services, healthtech and life sciences, advanced manufacturing and engineering, creative and cultural industries, and the green economy. Cross-cutting priorities include construction and transferable skills. The report highlighted that there was stronger employer engagement with education and training providers with increased collaboration across FE colleges, providers, and businesses. Growth in apprenticeships, T-level placements, and flexible training has been seen with early embedding of digital, green, and leadership skills. Future priorities include expanding technical skills provision aligned to sector demand, improving employability and work readiness, strengthening leadership and management skills, enhance careers education and progression routes and increasing accessibility and inclusion for adult learners and underrepresented groups.

The York and North Yorkshire LSIP sits within a wider skills and economic system shaped by devolution and local growth ambitions. The region has a strong skills profile compared to other northern areas, but still faces issues including low-paid sectors, skills mismatches, rural accessibility challenges and disengagement from training. Priority sectors and skills areas critical to regional growth include digital and IT, engineering and advanced manufacturing, construction, health and social care, and land-based/agri-food industries. Cross-cutting priorities include green skills, innovation, and emerging technologies. The year 2 progress report indicated that significant progress has been made with Increased collaboration between employers, colleges, training providers and stakeholders, stronger employer voice in shaping provision., expansion of apprenticeships, T Levels and higher technical training and continued development of partnerships including Institutes of Technology and universities. Further work still needs to be done to align training provision with employer demand., improving progression routes and career pathway, increasing access to training, particularly in rural communities, encouraging greater employer investment in workforce development and continuing to address long-term skills shortages in priority sectors.

## **3. APPROACH TO DEVELOPING ANNUAL ACCOUNTABILITY STATEMENT**

The College undergoes rigorous curriculum planning to ensure that vocational programmes meet the demands of current and projected labour market intelligence. Provision for students at Craven College is aligned to national and regional priorities.

Curriculum planning and course approval processes are robust in determining this alignment through rounds of proposal, approval, amendment and final authorisation. All curriculum offers require senior leadership authorisation which is determined by alignment to skills needs, high quality education provision and strategic goals.

We recognise the strength that partnership provides and continue to explore opportunities to develop and continually improve inclusive provision. The College works collaboratively on meeting skills needs and informing intent through a wide network of organisations including employers, community, civic and education organisations.

Colleges across York, North Yorkshire, and East Riding work closely together in a proactive, collaborative approach to ensure that there are sufficient options available for the communities served by the colleges. Leaders of the colleges work carefully together to ensure that the skills market is not saturated.






Over the past few years, colleges have worked together on funded projects, such as the Local Skills Improvement Plan and Local Skills Improvement Fund and now the Skills Innovation Fund. These projects have been highly successful and delivered measurable outcomes for the communities the colleges work to serve. This can be seen in this published booklet highlighting the collaboration done on the LSIF [https://issuu.com/wharncliffe/docs/lsif\\_new](https://issuu.com/wharncliffe/docs/lsif_new)

There is a Yorkshire and Humber Institute of Technology that most colleges across Yorkshire and Humber, including Craven College, are members of.

The colleges in the York and North Yorkshire region are:

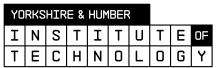
- Askham Bryan
- Bishop Burton
- Craven College
- Darlington College
- Heart of Yorkshire College Group: Selby College
- Henshaws College
- Luminate College Group: Harrogate College
- TEC Partnership: East Riding College and Scarborough TEC

**Key Partnerships of the college include**

EMPLOYER/STAKEHOLDER	NATURE OF RELATIONSHIP
<p><b>Craven Cattle Mart</b></p> 	<p>Craven College has a major on-site presence at the Craven Cattle Mart where we deliver our land based provision. This is a long-standing relationship with several current projects being delivered in partnership.</p>
<p><b>Jet2, Leeds Bradford Airport</b></p>  	<p>Craven College's Aviation Academy is an ABTA educational partner and has curriculum partnerships with Jet 2 and Leeds Bradford Airport (LBA) which means that they recruit directly from the Aviation Academy for students who have followed an industry-standard and industry-informed programme.</p>
<p><b>Craven Locality Board</b></p>	<p>A partnership arrangement between the college, primary and secondary schools, nurseries and the local authority to develop an overall strategy and action plan for school improvement and SEND and inclusion across the locality.</p>
<p><b>Skipton Business Improvement District</b></p> 	<p>The College sits on the Board of Directors and works with the BID group to develop projects that benefit businesses in the local area.</p>
<p><b>Skipton District and Town Council</b></p> 	<p>Working on projects to revive Skipton High Street and bring education, training &amp; skills development to the heart of the community.</p>

EMPLOYER/STAKEHOLDER	NATURE OF RELATIONSHIP
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**Yorkshire & Humber Institute of Technology**



The Y&H IoT is a partnership between a number of FE Colleges, including Craven College, employers and universities, to collaborate on curriculum development and increase the amount of technical Level 4 and Level 5 qualifications and pathways available for young people, based on the industry and skills need in the local area. Craven College has been focussing on the use of technology such as drones and VR in conservation and land based industries.

**British Association of Shooting and Conservation (BASC), National Gamekeepers Organisation (NGO), Gamekeepers Welfare Trust (GWT) The Moorland Association, Yorkshire Dales Moorland Group, Bolton Abbey Estate, Castle Bolton Estate, Yorkshire Dales National Park, Ribble Rivers Trust, Jamie’s Farm, The Deep, Tropical World, Yorkshire Peat Partnership, RDA, BHS, Equine Supplements, Saracen Horse Feeds, Yorkshire Dales Moorland Group and Coniston Estate Shooting**

These employers have played a crucial role in establishing the Level 2 Countryside Worker Apprenticeship as a pathway to training the next generation of gamekeepers. These industry experts are in full support of an apprenticeship that combines hands-on training with theoretical knowledge. Their future input as guest speakers will ensure that the program meets industry needs, providing apprentices with practical skills while also addressing the evolving demands of the countryside management sector. This collaborative effort ensures a well-trained workforce capable of managing and conserving rural landscapes, supporting wildlife, and maintaining sustainable land practices.

**York and North Yorkshire Combined Authority (YNYCA)**



We have a good relationship with YNYCA at various levels and are actively involved with the LSIPs, industry specific steering groups and delivery of Skills Bootcamps.

**Northern Estates Services Limited, Ainsty Timber Management (ATM LTD)**



Examples of two large companies where we deliver skills bootcamps in forestry and rural skills to upskill their employees.

**West Yorkshire Combined Authority**



Work with WYCA to deliver adult training and upskilling to residents in WY.

**Constructive Futures**



Supporting construction students with access to employer events, T Level placements and student focused workshops to support students into employment.

**Yorkshire and Humber CTEC**



Working with lead college (Leeds College of Building) and part of the North Yorkshire Sub-region to support growth in construction as a skills priority area.

## 4. CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

After consultation with employers and providers in West Yorkshire and North Yorkshire, West and North Yorkshire Chambers of Commerce who are leading on the Local Skills Improvement Plan (LSIP) for these regions have identified the following key priorities.

The Local Skills Improvement Plans (LSIPs) for North Yorkshire, West Yorkshire and Lancashire continue to inform our curriculum plans and our accountability statement.

### York & North Yorkshire LSIP priorities:

- Digital and technology
- Agri-skills\*
- Engineering and Advanced Manufacturing (including Rail)
- Construction
- Health and Social Care
- Visitor Economy\*

### Cross cutting themes:

- Low carbon
- Innovation
- Green skills
- Emerging Technology
- Rurality
- Collaboration
- Transferable skills

### West Yorkshire LSIP sector priorities:

- Health and Social Care
- Engineering and Advanced Manufacturing
- Financial and Professional Services
- Low Carbon
- Digital and Technology
- Creative Industries
- Education
- Construction
- Transport and Logistics

### These are underpinned by the following themes:

- Net zero transition and sustainability
- Transferable skills
- Equality, diversity, and inclusion (EDI)
- Leadership and management
- Digitisation and automation

### Lancashire LSIP sector priorities and cross cutting themes:

- Manufacturing
- Construction
- Transport & Distribution
- Digital
- Low Carbon & Sustainability
- Hospitality, Leisure & Tourism\*
- Health & Social Care
- Farming & Agriculture\*

The sectors and themes in orange reflect priorities that are common with York & North Yorkshire LSIP.

*\*Hospitality, Leisure & Tourism has cross over with Visitor Economy*  
*\* Farming & Agriculture has cross over with Agri-skills*

National priorities have been updated to consider the Skills England report, Industrial Strategy Priorities and Plan for Change and are listed below:

- Advanced manufacturing
- Creative industries
- Defence
- Digital and technologies
- Financial services
- Life sciences
- Professional and business services
- Clean energy industries
- Construction
- Health

Below are the College's strategic aims and objectives in delivering provision that meets local, regional and national priorities.

Curriculum Priorities	Contribution to National, Regional and Local Priorities	Target number
<p><b>Adult learning offer to continue to focus on:</b></p> <ul style="list-style-type: none"> <li>- Upskilling needs linked to job specific skills (particularly in skill shortage areas)</li> <li>- Development of bite-size and modular courses for businesses</li> <li>- Careers advice and coaching as an integral part of the adult offer</li> <li>- Develop targeted provision for rural communities in NY and deprived communities in WY, focusing predominantly in the Keighley area of West Yorkshire</li> <li>- Offer package of provision to support employment for under-represented groups</li> </ul>	<p>Links to NY People Priority on transferable skills, upskilling and re-skilling,</p> <p>Links to NY Businesses Priority on flexible modes of delivery</p> <p>Links to WY and NY Priority Sectors Visitor Economy, Health &amp; Social Care</p> <p>Link to National Priority Mathematics, Digital</p>	<p>% of delivery plan for ASF by SSA:</p> <ul style="list-style-type: none"> <li>- Preparation for Life and Work 32%</li> <li>- Health, Public Services and Care 27%</li> <li>- Construction, Planning and the Built Environment 6%</li> <li>- Information and Communication Technology 4%</li> </ul>
<p><b>Deliver T levels in the following key sectors over the next four years</b></p> <ul style="list-style-type: none"> <li>- Building Services Engineering for Construction</li> <li>- Digital</li> <li>- Business and Marketing</li> <li>- Agriculture, Environmental &amp; Animal Care</li> <li>- Sport</li> <li>- Land based</li> <li>- Animal</li> <li>- Media</li> <li>- Art and design</li> <li>- Health and Social Care</li> <li>- Education &amp; Childcare</li> </ul>	<p>Links to NY and WY Priority Sectors Construction, Manufacturing, Health and Social Care, Engineering, Agri-skills, Digital &amp; Technology, Creative Industries</p> <p>Link to National Priority Construction, Digital, Health &amp; Social Care, Science &amp; Mathematics, Engineering</p>	<p>T Levels for 26/27: Building Services Eng; Education &amp; Childcare</p> <p>T Levels for 27/28: Building Services Eng 12; Education &amp; Childcare 10, Animal Care 24, Craft &amp; Design 32, Media, Broadcast and Production 22, Digital Software Development 15</p>
<p><b>Continue to deliver Skills Bootcamps for land-based provision</b></p>	<p>Link to NY Priority Sector Agri-skills</p> <p>Links to NY People Priority on accessing skills to support progression into work</p> <p>Link to LSIP theme of Rurality</p>	<p>Bootcamp Arboriculture &amp; Forestry – 50 enrolments</p>

<p><b>Continue to expand apprenticeship provision in key priority sectors over the next three years</b></p> <ul style="list-style-type: none"> <li>- Construction</li> <li>- Electrical Engineering</li> <li>- Motor Vehicle and Agricultural Engineering</li> <li>- Early Years</li> </ul>	<p>Link to NY and WY Priority Sectors Construction, Manufacturing, Health and Social Care and Visitor Economy</p>	<p>Increase overall apps numbers in these areas by 10% over three years to Sept 2029</p>
<p><b>Increase travel &amp; tourism and aviation provision in response to need from aviation industry partners</b></p>	<p>Link to NY Priority Sector Visitor Economy</p> <p>Links to NY Businesses Priority on enabling businesses to upskill staff</p>	<p>Increase 16-18 to 160 enrolments</p> <p>Increase adult enrolment to 5% of overall ASF delivery</p>

## 5. LOCAL NEEDS DUTY

We are committed to complying with our duty under 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. As described earlier, the strategic review of the college carried out by the FEC and the DfE place-based team in October 2023 included an analysis of how the college’s provision meets local needs. The local provision needs analysis has helped to inform the College’s medium-term curriculum strategy including the identification of priorities for growth based on evidence of need and avoiding duplication/overlap with other providers. The LPNA has also informed considerations regarding the reconfiguration of the curriculum offer to address particular challenges.

We will review our Accountability Agreement at least every three years to ensure our curriculum is meeting the needs of learners, employers and the communities we serve. We will next start this process in October 2026. We will factor in any actions from this report into our Accountability Agreement plan for 27/28 and this will also influence our Strategic Plan.

## 6. INCLUSIVE MAINSTREAM FUND

Craven College is in receipt of the Inclusive Mainstream Fund (IMF) to support the transition towards the reformed SEND system. The college intends to use the funding to enhance leadership of SEND across the college, continue to develop and strengthen the use of data through dashboards, explore how different models of support could be delivered, continue to enhance and further strengthen high quality adaptive teaching and learning. The IMF will also be used to strengthen enrichment and creating an inclusive environment.

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## 7. CORPORATION STATEMENT

On behalf of the Craven 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 corporation at their meeting on 02 July 2026.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link: <https://www.craven-college.ac.uk/reports-and-policies/>

Chair of Governors

Principal/Chief Executive and Accounting Officer

Dr Alison Birkinshaw

Mrs Anita Lall



Date 02 July 2026

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## **SUPPORTING DOCUMENTATION**

[York and North Yorkshire Labour Market Analysis 2021](#)

[York and North Yorkshire Labour Market Analysis 2023](#)

[West Yorkshire Combined Authority Local Skills Report March 2021](#)

[West Yorkshire Annex Core Indicators March 2021](#)

[West Yorkshire Local Skills Report Jan 2022](#)

[West Yorkshire Annex Core Indicators Jan 2022](#)

[Ofsted report](#)

[Financial statements](#)

[EMSI data](#)

[RCU Vector Deprivation data](#)

[West Yorkshire LSIP Report](#)

[LSIP Research Campaign West Yorkshire Summary Report](#)

[York and North Yorkshire LSIP Progress Report](#)

[LSIP Research Campaign North Yorkshire Summary Report](#)

[Lancashire LSIP Progress Report](#)





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