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# OUR STRATEGIC PLAN **2026 -2029**

Connecting Ambition

A strategy for people, place and opportunity.



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## 1. Foreword – Jason Turton, Principal and CEO

Kendal College sits at the heart of South Lakeland, serving a wide and diverse rural and semi-urban community that extends well beyond its immediate locality. As a civic anchor institution, we play a critical role in creating opportunity and driving inclusive growth through education, supporting learners at every stage of life — from entry level and foundation learning through to higher technical education and apprenticeships.

We are committed to ensuring that geography, background or circumstance do not limit potential. Our provision spans young people, adults, apprentices and higher-level learners, including those with SEND and high needs, ensuring that all learners are supported to achieve, progress and belong. In a region shaped by demographic change, workforce pressures and evolving economic priorities, further education must be both inclusive and high-performing. The role of the College has never been more important.

This Strategic Plan sets out a confident and disciplined direction for the period ahead. It reflects rigorous curriculum and market analysis, deep employer engagement and meaningful consultation with staff, learners and governors.

Our focus is clear: to deliver consistently excellent teaching and learning, strong progression routes into employment and further or higher study, and a curriculum aligned directly to labour market demand.

## 1. Foreword – Jason Turton, Principal and CEO

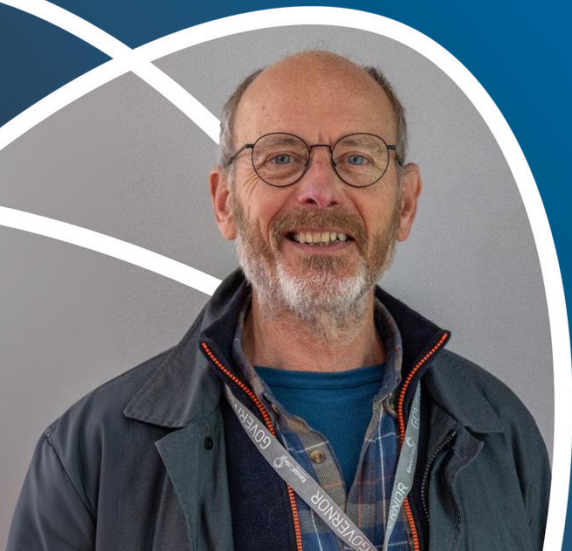
We will strengthen apprenticeships, adult retraining and higher technical pathways, particularly in sectors critical to regional productivity, while maintaining a broad and accessible offer that supports social mobility and community resilience. Alongside educational excellence, we will steward our resources responsibly, investing in estates, digital capability and operational systems that ensure long-term sustainability.

This plan provides clarity, accountability and shared purpose. It aligns ambition with disciplined delivery and ensures that Kendal College remains a confident, inclusive and high-performing institution — built by place and ready for the future.



As Chair of Governors, I am pleased to endorse Kendal College's Strategic Plan for 2026–2029. The Governing Body has provided structured scrutiny and challenge throughout its development and is satisfied that the plan is evidence-based, strategically coherent and financially disciplined.

The College operates within a complex and evolving policy and economic landscape. Governors have tested this strategy against Local Skills Improvement Plan priorities, national reform agendas and regulatory expectations to ensure it reflects both local workforce need and national accountability requirements.



The Board is clear that educational excellence, inclusion and financial sustainability must be delivered together. We have therefore examined the strategy through three lenses:

- *Quality and learner outcomes across all levels of provision, including higher technical education and apprenticeships*
- *Equity, safeguarding and support for learners with SEND and high needs*
- *Long-term financial health, operational resilience and responsible stewardship of public funds*

As an exempt charity, Kendal College exists to deliver demonstrable public benefit. The Corporation ensures that strategic decisions are aligned to charitable purpose and community impact.

Governors maintain a defined risk appetite framework to balance innovation and growth with appropriate control of financial, regulatory and safeguarding risk. Through integrated performance dashboards, audit processes and structured committee oversight, the Board provides proportionate challenge and assurance.

Where performance falls below expectation, governors expect clear, timely and measurable corrective action. Where innovation is proposed, we ensure that risk is understood and managed.

This plan gives Kendal College clarity of direction while maintaining the governance discipline required in the public interest. The Governing Body is confident that, under strong leadership and with collective commitment, the College is well positioned to deliver sustained educational impact and long-term public value for the communities it serves.



## Overview of Kendal College and the Communities We Serve

Kendal College is a general further education college serving South Lakeland and a wider rural region across Cumbria and neighbouring areas. As a civic anchor institution, the College plays a critical role in supporting economic development, social mobility and community wellbeing.

We provide education and training for young people, adults and apprentices, supporting progression into employment, further study and higher-level skills.

Our learners come from diverse backgrounds, including those returning to education and those with additional needs, and we are committed to ensuring that geography, background or circumstance do not limit opportunity.

This Strategic Plan sets out a clear and disciplined direction for the period 2026–2029. It provides a framework for decision-making, investment and accountability, ensuring that educational quality, financial sustainability and learner outcomes remain central to everything we do.



## The plan is designed to:

- *Secure consistently high-quality education and learner outcomes*
- *Align provision with employer need and Local Skills Improvement Plan priorities*
- *Strengthen higher technical pathways and progression routes*
- *Maintain financial sustainability and operational resilience*  
*Embed inclusion, safeguarding and public value at the core of delivery*

It translates ambition into structured priorities, measurable outcomes and clear governance oversight.

## How the Plan Was Developed

The strategy has been shaped through structured engagement and evidence.

### Inputs have included:

- *Learner voice and student conference feedback*
- *Staff consultation and professional insight*
- *Governor scrutiny and strategic workshop sessions*
- *Employer intelligence and LSIP analysis*
- *Curriculum performance and progression data*
- *Financial modelling and risk assessment*

This process ensured that the plan reflects lived experience, workforce demand and regulatory expectations. It is not aspirational in isolation; it is evidence-led and collectively owned.

## External Context

### **Kendal College operates within a changing environment shaped by:**

- *National skills reform and funding constraints*
- *Demographic pressures and an ageing workforce*
- *Employer-reported skills shortages*
- *Technological change and digital transformation*
- *Increased accountability through inspection and governance frameworks*

Local Skills Improvement Plans and regional economic strategies reinforce the need for a responsive, employer-aligned and sustainable skills system.

This strategy responds directly to that context, ensuring that Kendal College remains relevant, agile and financially resilient while protecting educational quality.

## Excellence and Organisational Health

Educational excellence and organisational health are inseparable.

### **High-quality teaching, strong learner support and rigorous quality assurance are underpinned by:**

- *Clear leadership and accountability*
- *Professional expertise and continuous development*
- *Disciplined performance monitoring*
- *Inclusive culture and safeguarding assurance*
- *Effective systems and financial stewardship*

Together, these elements create the conditions for sustained improvement and measurable impact.

This Strategic Plan brings clarity to those foundations, setting out how Kendal College will deliver opportunity with discipline, grow responsibly and serve its communities with integrity.

## 4. Purpose and Mission

Our Purpose and Mission provide the foundation for this strategy.

They define why we exist, what we aspire to become and how we will deliver impact.

### Purpose

Create opportunity and drive inclusive growth through education.

### Mission

Deliver excellent education and training that enables learners to progress into skilled work, further study, and successful careers.



Kendal College is defined not by size, but by reach, relevance and responsibility.

Our distinctiveness is shaped by five characteristics:

### **Rural reach with purposeful delivery**

We serve one of England's largest rural economies, designing high-quality provision that overcomes transport, housing and access barriers through flexible and innovative models.

### **Employer-embedded curriculum**

Our curriculum is shaped by Local Skills Improvement Plan priorities and deep employer partnerships in clean energy, land-based industries, engineering, hospitality and health, ensuring relevance and progression.

### **Digital that widens participation**

We use digital tools strategically to extend opportunity and remove geographical disadvantage, while protecting quality and learner experience.

### **Civic anchor leadership**

We act as a trusted skills convener and economic partner within Westmorland & Furness, strengthening workforce resilience and inclusive growth.

### **Broad offer, disciplined focus**

We maintain breadth where it adds value, making deliberate and evidence-informed decisions to protect quality, sustainability and long-term impact.



### Long-Term Positioning

Kendal College is a catalyst for skills, opportunity and growth across Cumbria and beyond.

We connect people, employers and communities across a large and predominantly rural geography, ensuring that location is never a barrier to progression or participation.

For many learners and employers, we are not the nearest provider — but we are the right one. People travel to us, and we travel to them, because our education and partnerships are aligned to real work and real opportunity.

We deliver high-quality, employer-aligned education that strengthens the regional workforce and supports sustainable, inclusive growth.

### What We Are Known For

**Locally** - A trusted anchor institution, deeply connected to communities and responsive to place.

**Regionally** - Leadership in vocational and technical education, apprenticeships and adult skills across Cumbria's dispersed towns and rural areas.

**Nationally** - Demonstrating how further education can drive productivity, workforce resilience and social mobility in large rural economies.

### Our Role in Growth and Workforce Development

We align education and training to economic need, workforce demand and individual aspiration.

Employers across Cumbria describe a shared challenge: opportunity exists, but skills supply and accessibility do not always keep pace. In a rural economy, geography, transport and housing intensify this gap.

**Our response is provision that is flexible, employer-informed and accessible - contributing to:**

- *Economic growth, by enabling recruitment, retention and workforce development*
- *Workforce progression, through apprenticeships, technical education and adult retraining*
- *Social mobility, by creating routes into skilled employment at every life stage*

Our wide geographic reach is a defining strength of the College.

### Alignment to Skills Priorities and Digital Transformation

**Our strategy is aligned to Cumbria's Local Skills Improvement Plan and wider regional priorities, including:**

- *Addressing sector skills shortages*
- *Supporting productivity and sustainable growth*
- *Developing skills for clean energy and land-based industries*
- *Strengthening technical, digital and leadership capability*

**To deliver at scale, we are driving digital transformation that:**

- *Extends access across rural geography*
- *Enables flexible and blended delivery*
- *Strengthens data, systems and infrastructure*
- *Builds learners' digital capability for modern workplaces*

Through this approach, Kendal College connects learners to opportunity, employers to skills, and regional ambition to practical delivery.

### Why we must act now

Across Kendal College and the communities we serve, the need for change is tangible. It is visible in classrooms, workshops and workplaces, and in conversations with employers, learners and staff.

Learners travel long distances because the right course is not available closer to home.

Employers want to grow but cannot access the skilled workforce they need.

Communities depend on education adapting quickly enough to changing economic and social realities.

The environment around us is evolving faster than the systems designed to support it.

### What employers are telling us

Across Cumbria, employers describe a consistent tension: opportunity exists, but capacity does not always follow.

Businesses want to invest and modernise but struggle to recruit and retain skilled staff. Apprenticeships are valued but must operate across dispersed sites, seasonal demand and small teams. Technical competence matters, but so do adaptability, digital capability and leadership.

In a large rural economy, workforce challenges are amplified by geography, transport and housing. Employers are clear: the skills system must be faster, more flexible and closely aligned to real work and future demand.

### What this means for communities

Education is central to Cumbria's long-term resilience. Yet demographic change, an ageing workforce and uneven access to opportunity are placing increasing pressure on local skills pipelines.

Without a responsive, inclusive and locally connected skills system, growth risks bypassing the people and places that need it most.

As a civic anchor, Kendal College sits at the centre of these pressures — with both responsibility and opportunity.



### Drivers for change

**Four interconnected forces shape the urgency for action:**

#### **Skills gaps**

Persistent shortages across priority sectors and growing demand for higher-level and transferable skills.

#### **Technological change**

Digital technologies are reshaping how people learn and work. Delivery models and infrastructure must adapt to remain relevant and inclusive.

#### **Demographic shifts**

An ageing population and static working-age workforce increase the importance of upskilling and reskilling.

#### **Funding and policy reform**

Public funding constraints and reform agendas require sharper prioritisation, efficiency and alignment.

### Evidence informing this strategy

**This strategy is grounded in consistent evidence from:**

- *Local Skills Improvement Plans and regional economic priorities*
- *Employer intelligence and workforce analysis*
- *Learner outcomes and progression data*
- *Staff engagement and operational insight*

### Translating Purpose into Practice

The following four priorities set the direction for Kendal College over the next three years. Together, they define how we will create opportunity, drive inclusive growth and deliver consistently excellent education.

## 1. People, Culture and Belonging

We will build a confident, inclusive and high-performing organisation where people achieve and belong.

Our success depends on the quality, commitment and wellbeing of our staff and the culture we create together. We will attract and retain exceptional people, invest in professional growth and foster an environment of trust, inclusion and shared responsibility.

### Strategic Aims

- *Attract, retain and develop exceptional staff*
- *Build a culture of professional excellence and continuous improvement*
- *Embed equality, diversity and belonging in everyday practice*
- *Strengthen engagement, wellbeing and positive employee relations*
- *Ensure leadership at all levels models integrity and inclusion*

### Why this matters:

High-quality learning begins with high-quality people and a culture that enables them to thrive.

## 1. People, Culture and Belonging

### Why this matters:

High-quality learning begins with high-quality people and a culture that enables them to thrive.

### We will measure our performance by the following targets:

#### 1.1 Staff retention

Maintain annual staff retention of at least 90%.

#### 1.2 Time to hire

Recruit to vacancies within an average of 6 weeks, measured from approval to recruit to accepted offer.

#### 1.3 Staff satisfaction

Achieve an employee satisfaction rating of at least 80%.

#### 1.4 Performance management and support

Ensure staff requiring performance support have clear action plans, review dates and recorded outcomes.

#### 1.5 Workload

At least 80% of staff report that workload expectations are clear, manageable and prioritised.

## 2. A Responsive and Accessible Portfolio for a Rural Economy

We will deliver a curriculum that reflects the reality of a large rural economy, widening access without compromising quality.

Our provision will be employer-informed, flexible and aligned to workforce need. We will use digital infrastructure strategically to remove geographical barriers and enable participation across dispersed communities.

### Strategic Aims

- *Align curriculum with LSIP priorities and regional economic demand*
- *Enable flexible participation through blended and technology-enabled delivery*
- *Support entry, re-entry and progression across working lives*
- *Ensure coherence and visibility of learner journeys*
- *Protect quality and consistency across all delivery models*
- *Strengthen higher technical and Level 4–5 pathways to support regional productivity and advanced workforce skills*

## 2. A Responsive and Accessible Portfolio for a Rural Economy

### Why this matters:

Opportunity must not be limited by geography, transport or circumstance.

### We will measure our performance by the following targets:

#### 2.1 Recruitment and income

Meet agreed recruitment and income targets across all key areas of provision.

#### 2.2 Market share

Grow 16–19 market share from the Core Area — South Lakeland, Lancaster, Eden and Barrow-in-Furness — towards 25% over three years.

#### 2.3 Quality of teaching

At least 85% of teachers meet the expected standard or above through quality assurance.

#### 2.4 Attendance

Achieve 90% attendance across the College, age groups and subject areas.

#### 2.5 Work placements

Ensure all study programme learners complete a purposeful work placement or employer-led activity.

#### 2.6 Student satisfaction

Achieve high levels of student satisfaction with teaching, learning and assessment.

#### 2.7 Safeguarding

Maintain effective safeguarding arrangements, including mandatory training, safer recruitment and governor oversight.

### 3. Exceptional Learning, Progress and Outcomes

We will deliver consistently excellent teaching, assessment and support that enable learners to succeed and contribute.

We will maintain high expectations, strong pedagogy and rigorous quality assurance. Progress, achievement and destinations will define our success.

#### Strategic Aims

- *Secure strong progress and outcomes from individual starting points*
- *Deliver inclusive, well-sequenced and rigorous teaching*
- *Use assessment and feedback to drive improvement and timely intervention*
- *Integrate academic and pastoral support to promote resilience and achievement*
- *Ensure successful progression into employment, apprenticeships and further or higher study*

### 3. Exceptional Learning, Progress and Outcomes

#### **Why this matters:**

Excellence in learning is the core expression of our mission.

#### **We will measure our performance by the following targets:**

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##### **3.1 Achievement rates**

Move classroom-based achievement rates towards top-quartile national performance.

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##### **3.2 Apprenticeship outcomes**

Achieve apprenticeship outcomes in line with top-quartile national performance.

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##### **3.3 GCSE maths and English**

Ensure 16–18 GCSE maths and English high-grade achievement rates are in line with national rates.

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##### **3.4 Target grades and value added**

At least 60% of EPYP learners meet their aspirational target grades.

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##### **3.5 Achievement gaps**

Ensure no sustained achievement gaps greater than 3 percentage points between learner groups.

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##### **3.6 Positive destinations**

Achieve strong positive destination rates for full-time and high-needs learners.

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##### **3.7 Internal progression**

Improve progression from Level 1 to Level 2 and from Level 2 to Level 3.

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## 4. Sustainable, Efficient and Future-Ready Organisation

We will steward our resources responsibly to ensure long-term impact and resilience.

Our estate, digital infrastructure and financial planning will support high-quality learning, environmental responsibility and value for money.

### Strategic Aims

- *Optimise the College estate to maximise learner impact*
- *Invest in sustainable and energy-efficient environments*
- *Align infrastructure investment to curriculum and skills priorities*
- *Strengthen financial discipline and operational efficiency*
- *Build resilience to adapt to policy, funding and demographic change*

## 4. Sustainable, Efficient and Future-Ready Organisation

### Why this matters:

Sustainability underpins quality, inclusion and long-term success.

### We will measure our performance by the following targets:

#### 4.1 Turnover

Achieve agreed income targets and progress towards the three-year strategic plan turnover ambition.

#### 4.2 Contribution

Improve curriculum contribution across all sectors of provision.

#### 4.3 EBITDA

Improve EBITDA over the life of the strategic plan, progressing towards the longer-term 8% ambition.

#### 4.4 Staffing expenditure

Maintain staffing expenditure within 68% of adjusted income.

#### 4.5 Solvency

Maintain a strong adjusted current ratio in line with DfE financial health expectations.

#### 4.6 Financial health

Maintain a DfE Financial Health Score of at least 200, within the “Good” category.

#### 4.7 Cash days

Maintain more than 45 unrestricted cash days in hand for all months.

#### 4.8 Cyber security and digital resilience

Strengthen cyber security, staff training, incident response and disaster recovery arrangements.

#### 4.9 Carbon reduction

Reduce the College’s carbon footprint by at least 5% annually against the agreed baseline.

**Our values define the standards we expect of ourselves and one another.**

**They shape how we lead, teach, make decisions and deliver our strategy.**

### Be Excellent

We deliver consistently high standards across all campuses and communities we serve.

Excellence at Kendal means overcoming rural access barriers, ensuring quality is not dependent on geography, and maintaining strong outcomes across diverse provision.

We use employer insight and local labour market intelligence to shape provision that is both aspirational and economically relevant.

Excellence means discipline in curriculum viability, financial sustainability and performance consistency.

### Act with Integrity

We act as a responsible civic anchor within Westmorland & Furness, stewarding public funds with care and transparency.

Integrity means making evidence-informed decisions about curriculum growth, resource allocation and long-term sustainability — even when trade-offs are required.

We build trust with learners, staff, employers and regional partners by being open, accountable and consistent in our communication.

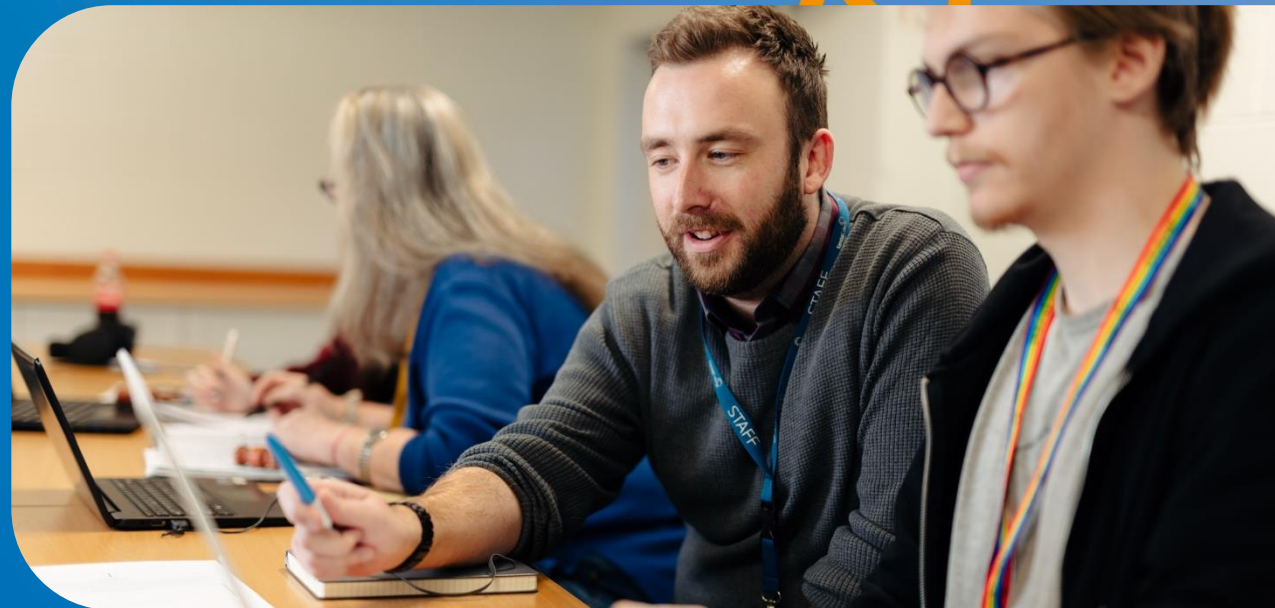
## Lead with Inclusion

We create belonging across dispersed rural communities, ensuring geography, background or circumstance do not limit opportunity.

Inclusion at Kendal means prioritising wellbeing, safeguarding and support systems that respond to the realities of rural transport, housing pressures and learner mental health.

We design digital and flexible delivery to widen participation — not to reduce quality.

We listen to the student voice and act on feedback to strengthen fairness and consistency.



These commitments are not abstract statements; they shape how Kendal College makes decisions, allocates resources and delivers its strategy.

They ensure that quality, ethical leadership and inclusion are embedded in everyday practice - not treated as separate initiatives.

Together, they provide the behavioural foundation for a high-performing, accountable and inclusive college.

### A safe and inclusive environment where people can succeed

Creating opportunity requires safety, fairness and belonging. Inclusion and safeguarding are fundamental to how Kendal College delivers its mission and protects its learners and staff.

#### We are committed to:

- *Removing barriers to participation, learning and progression*
- *Responding equitably to different needs and circumstances*
- *Creating a culture of belonging where learners and staff feel respected and heard*
- *Ensuring physical, emotional and psychological safety across all sites and activities*

These commitments directly support our purpose to create opportunity and drive inclusive growth.

### Safeguarding at Kendal College

Safeguarding is culturally embedded and strategically overseen.

#### It is:

- *Everyone's responsibility*
- *Embedded in everyday professional practice*
- *Supported by clear leadership accountability and governance oversight*

We maintain robust systems, clear reporting structures and consistent assurance processes to ensure concerns are identified early and acted upon appropriately.

Safeguarding is not a separate function — it is integral to excellence and integrity in how we operate.

### Inclusion in practice

Learners arrive with different starting points, experiences and needs. Inclusion at Kendal College means maintaining high expectations while providing the right support.

#### We ensure:

- *Personalised and inclusive approaches for SEND and high-needs learners*
- *Targeted support for disadvantaged learners*
- *Meaningful learner voice influencing curriculum and experience*

Inclusion does not lower standards; it enables success.

### Shaping delivery and outcomes

Inclusion and safeguarding influence how we design curriculum, deliver teaching and measure success.

#### We ensure:

- *Curriculum accessibility and relevance*
- *Inclusive and high-quality teaching*
- *Joined-up academic and pastoral support*
- *Strong achievement, progression and destinations*

Together, they ensure Kendal College remains a confident, inclusive and high-performing college where people achieve and belong.

### Delivering our strategy requires capability as well as ambition

Kendal College will ensure it has the leadership capacity, professional expertise, quality discipline and systems infrastructure required to deliver consistently excellent outcomes across all priorities.

**This enabling framework focuses on four core capabilities:**

#### **Leadership and Professional Capacity**

We will build a confident, capable and accountable workforce able to deliver change at pace.

**This includes:**

- *Investing in professional development and leadership at all levels*
- *Strengthening clarity of direction, accountability and performance*
- *Supporting staff wellbeing to sustain high standards*

Strong leadership and expertise are essential to sustained excellence.

### Quality Discipline and Improvement

We will maintain rigorous, proportionate and evidence-informed quality assurance. Our quality framework aligns to the Education Inspection Framework, ensuring clear intent, effective implementation and demonstrable impact across all provision.

#### This includes:

- *Clear expectations and consistent standards across provision*
- *Data-informed monitoring and timely intervention*
- *Continuous improvement driven by learner voice and outcomes*

Quality will be disciplined, transparent and focused on impact.

### Digital and Systems Capability

We will use modern systems and digital infrastructure to enable access, efficiency and informed decision-making.

#### This includes:

- *Digital platforms that support flexible rural delivery*
- *Accurate, timely management information*
- *Systems that simplify processes and strengthen accountability*

Technology will enable excellence - not add complexity.

### Enabling Functions and Infrastructure

Estates, IT, finance and core systems will operate efficiently, compliantly and strategically.

Investment decisions will align directly to curriculum priorities, learner impact and long-term sustainability.

#### In Summary

Through disciplined leadership, rigorous quality assurance and effective systems, Kendal College will match ambition with capability.

These enabling foundations ensure that our strategic priorities are delivered consistently, sustainably and at scale.



### Aligned to Our Strategic Priorities

Kendal College will measure progress directly against each strategic priority. A focused set of KPIs will be reviewed regularly by the Senior Leadership Team and Corporation through integrated dashboards, enabling informed challenge, early intervention and disciplined decision-making.

#### **Priority 1: People, Culture and Belonging**

We measure how effectively we attract, retain and support our workforce.

##### **Key indicators include:**

- *Staff retention and vacancy rates*
- *Time to recruit and workforce stability*
- *Staff satisfaction and engagement*

Success is defined as a stable, high-performing workforce with strong engagement and low turnover.

### Priority 2: Exceptional Learning, Progress and Outcomes

#### What success looks like:

Curriculum aligned to employer need and accessible across a rural geography.

#### Core KPIs

- *Enrolment by sector and mode (including rural reach indicators)*
- *Apprenticeship growth and achievement*
- *Employer satisfaction and repeat engagement*
- *Participation in priority LSIP sectors*
- *Adult retraining and progression volumes*
- *Retention across flexible and blended delivery models*

#### Strategic intent:

**Success is defined as ensuring opportunity is accessible and aligned to real workforce demand.**

### Priority 3: Outcomes, Progression and Impact

We measure the impact of education on learners' achievement and future destinations.

#### Key indicators include:

- *Achievement rates (with ambition to be in the top quartile nationally)*
- *Apprenticeship success rates*
- *Progression to employment, further study and higher education*
- *Internal progression between levels*
- *Value-added performance and achievement gaps*

**Success is defined as strong achievement, equitable outcomes across all groups, and high-quality progression into sustained destinations.**

### Priority 4: Financial Sustainability and Organisational Resilience

We measure the College's ability to operate sustainably and invest in future growth.

#### Key indicators include:

- *Income growth and diversification across provision types*
- *Contribution and efficiency across curriculum areas*
- *Operating surplus and EBITDA performance*
- *Staff cost ratio and financial health score*
- *Cash reserves and solvency*

**Success is defined as a financially resilient organisation that delivers public value while investing in quality and growth.**

## Alignment to Local and National Priorities

### Performance measures are explicitly aligned to:

- *Local Skills Improvement Plan (LSIP) priorities, ensuring provision responds directly to employer need*
- *Regional economic strategies and workforce demand*
- *National policy and funding expectations*

### We monitor:

- *Recruitment and participation across priority sectors*
- *Employer engagement and satisfaction*
- *Delivery of skills aligned to regional growth areas*

**Success is defined as demonstrable contribution to local economic growth and workforce development.**

### Targets, Thresholds and Performance Standards

#### Each KPI is supported by:

- A clearly defined annual target
- A materiality threshold to identify acceptable variance
- A RAG rating (Red/Amber/Green) to provide clarity of performance
- A trend indicator (↓/↑/↔) to track direction of travel over time

#### Performance expectations are deliberately set at a level that:

- Reflects top quartile national ambition where appropriate
- Balances challenge and deliverability
- Drives continuous improvement across all areas



### Monitoring and Reporting

Performance is monitored through a structured and consistent cycle:

#### Operational Monitoring

- *Monthly performance reviews at curriculum and service level*
- *Termly curriculum performance reviews (CPRs)*
- *Continuous tracking of key indicators (e.g. attendance, recruitment, finance)*

#### Executive Oversight

- *Regular Executive Team review of strategic KPIs*
- *Focus on areas of underperformance and corrective action*
- *Alignment of resources and interventions to priorities*

#### Governance and Accountability

- *Termly reporting to the Governing Body and its committees*
- *Use of integrated performance dashboards*
- *Clear escalation where performance falls below agreed thresholds*

#### Where performance is below expectation:

- *Leaders are required to implement timely and measurable improvement actions*
- *Progress is monitored closely through follow-up reporting*

### Accountability and Ownership

#### Each KPI has clearly defined accountability:

- *Executive Leads are responsible for strategic performance and outcomes*
- *Operational Leads are responsible for delivery and improvement actions*
- *Data Owners ensure accuracy, completeness and integrity of reporting*

#### This ensures:

- *Clear ownership at every level*
- *Strong alignment between strategy and delivery*
- *Confidence in the reliability of performance data*

### Continuous Improvement and Adaptation

Strategic planning at Kendal College is a dynamic process, not a static document

#### Performance information is used to:

- *Identify emerging risks and opportunities*
- *Inform curriculum planning and resource allocation*
- *Adjust priorities in response to changes in the external environment*

#### This ensures the College remains:

- *Responsive to local and national skills needs*
- *Agile in the face of change*
- *Focused on sustained impact and improvement*

### Public Value and Impact

As a publicly funded institution, Kendal College measures success not only in financial or operational terms, but in its contribution to society.

#### This includes:

- *Supporting social mobility and inclusion*
- *Reducing achievement gaps between learner groups*
- *Enabling access to education across a rural geography*
- *Contributing to economic growth and workforce development*

**Success is defined by the extent to which the College improves lives, strengthens communities and supports the regional economy.**



## Governance in the Public Interest

Kendal College is an exempt charity under the Charities Act 2011. The Board of Governors is responsible for ensuring that the College delivers clear, demonstrable and measurable public benefit in line with its charitable purpose.

In setting the College's purpose, strategic priorities and values, the Corporation has regard to Charity Commission guidance on public benefit and to its responsibilities for stewardship of public funds.

Governors provide independent oversight to ensure that resources are used responsibly, ethically and in the best interests of learners, communities and the wider public.

## Governance and Accountability

We are committed to strong, transparent and forward-looking governance that ensures the long-term success of Kendal College. This includes:

- *Regular independent external review of governance effectiveness*
- *A skilled and professional governing body, supported by an effective governance professional*
- *Targeted recruitment of governors and leaders with the expertise, values and long-term commitment required to shape the future of the College*
- *Robust succession planning for key leadership and governance roles*

### Creating Public Value

#### Kendal College creates public value through:

- *Expanding opportunity and inclusion across a large rural region*
- *Delivering high-quality education that supports employability and economic participation*
- *Aligning provision to employer and regional workforce needs*
- *Supporting social mobility and progression at every life stage*
- *Contributing to environmental sustainability and responsible growth*
- *Acting as a significant local employer and partner in place-based development*

Public value is expressed through educational outcomes, workforce contribution and community impact.

### Accountability and Assurance

#### The Board provides assurance that public value is delivered through:

- *Annual reports and audited financial statements*
- *Internal and external audit processes*
- *Inspection and regulatory review*
- *Risk management, defined risk appetite and internal control frameworks*
- *Formal Board and committee oversight*
- *Transparent reporting of equity, inclusion and stakeholder engagement*

Governors balance educational performance, financial sustainability and strategic risk to ensure that ambition is disciplined, evidence-informed and aligned to the College's charitable purpose.

Through defined oversight, risk appetite and assurance frameworks, Kendal College remains accountable, resilient and focused on delivering measurable public value.

## Sequencing Ambition with Discipline

Delivering this strategy requires clarity of focus, disciplined sequencing and alignment between ambition and capacity.

Kendal College will take a phased approach to ensure improvement is sustainable and impact is measurable.

### Phase 1: Focus and Stabilise

**We will secure the foundations for delivery by:**

- *Aligning leadership and teams to the four strategic priorities*
- *Embedding high standards in quality, safeguarding and financial control*
- *Strengthening governance oversight and performance discipline*

**This phase establishes stability, clarity and organisational grip.**

### Phase 2: Embed and Accelerate

**We will deepen impact by:**

- *Strengthening employer alignment and portfolio responsiveness*
- *Embedding inclusive, consistently excellent teaching and support*
- *Enhancing digital capability and operational efficiency*
- *Using performance evidence to drive targeted improvement*

**This phase focuses on consistency, scale and visible outcomes.**

### Phase 3: Sustain and Evolve

**We will ensure long-term resilience by:**

- *Maintaining strong educational and financial performance*
- *Adapting provision to emerging skills needs and demographic change*
- *Evolving delivery models to support inclusive growth across a rural economy*

**This phase ensures relevance, responsiveness and sustained public value.**

## Ongoing Review and Adaptation

Progress will be reviewed regularly through board-level dashboards and structured performance dialogue. Where evidence indicates underperformance or emerging risk, action will be clear, timely and proportionate.

We will remain aligned to our purpose, values and priorities while adapting responsibly to changing economic, policy and workforce contexts.

