

Wilberforce College

Public Benefit Statement

2024-2025

1. Legal Status

The Corporation of Wilberforce Sixth Form College was established under the Further and Higher Education Act 1992. The Corporation has the status of an exempt charity for the purposes of Part 3 of the Charities Act 2011.

Wilberforce Sixth Form College is regulated by the Secretary of State for Education and its members of the Governing Body, who are trustees of the Charity, are disclosed within the Report of the Governing Body and on the College's [Governance webpage](#).

2. Public Benefit

In setting and reviewing the College's strategic objectives, the Governing Body has had due regard for the Charity Commission's guidance on public benefit and particularly upon its supplementary guidance on the advancement of education. The guidance sets out the requirement that all organisations wishing to be recognised as charities must demonstrate explicitly that their aims are for the public benefit.

In delivering its mission, the College provides the following identifiable public benefits through the advancement of education:

- High quality teaching and excellent student achievement.
- Widening participation and tackling social exclusion.
- Excellent employment record for students.
- Strong student support systems.
- Partnerships with Higher Education.
- Links with employers, industry and commerce.
- Links with Local Enterprise Partnerships (LEPs).
- Partnership work with post 14 providers through the Local Skills Plan (LSIP).
- Partnership working with other Sixth Form colleges to improve opportunities for all students.

3. Core Values, Mission and Strategic Priorities

Wilberforce College's mission is to be an outstanding College, with an innovative curriculum that supports all students to achieve the best possible life chances.

The College's Strategic Priorities are:

Outstanding outcomes

- A fully ambitious, challenging curriculum that provides students with first rate qualifications.
- Aspirational and stimulating teaching and learning that engages all students at all levels.
- Stretch and challenge of all groups of students to ensure that all reach their potential, and there are no significant gaps.
- A student support framework that proactively removes barriers to learning.

Outstanding progression

- A curriculum that is aligned to local and national priorities that enables all students to progress to their chosen destinations.
- Students are equipped with the skills, knowledge and behaviours needed to progress in education and employment – including proficiency in English and Mathematics.
- Students are educated and supported to make decisions that ensures their long-term health and well-being.

Outstanding experience

- Students have access to a wide, rich set of experiences through the curriculum, tutorial and the upskilling programme.
- High expectations of behaviours and attitudes ensure all students develop a strong work ethic, resilience, and determination.
- Sustainable growth in student numbers that maintains a vibrant, interactive learning environment, in which students are highly challenged.
- A College environment with first class facilities, welcoming, accessible and a place enjoy being in.

The Mission of the College:

- Support and grow a broad and flexible curriculum with provision for academic, vocational and mixed pathways, to include technical education.
- Design and deliver an inclusive, engaging, and high-quality curriculum experience that inspires high achievement, progression and serves the Hull and East Riding community.
- Deliver and support life skills that inspire, educate, and inform all students on how to progress well and become informed contributing citizens.
- Invest in industry standard facilities to meet business and employer needs now and in the future and prepare students for employment and lifelong learning.
- Develop linked employer skill networks to align relevant curriculum experiences and high-level knowledge to inform positive progression options.
- Partner with local education professionals to align and steer a green education framework, factoring renewable for all for green aware leaders and professionals of the future.
- Be the educator of choice for students and employees, with high level support structures and investment in people with dedicated social and ethical college culture for all.

The College continues to have a set of core values that underpin the work of the College. The College's Core Values are:

- We conduct ourselves with integrity and respect for all.
- We make students' experience central.
- We value individuals and promote self-esteem.
- We work as a team.
- We encourage innovation, creativity and enjoyment.
- We aim for excellence in everything we do.

4. Wilberforce College's Stakeholders

Wilberforce College has many stakeholders, these include:

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| • Students, Parents and Staff. | • Other FE and HE institutions. |
| • Local Authorities and Government Offices. | • Trade Unions. |
| • The Humber LEP. | • Professional bodies. |
| • Local employers and the local community. | • Bondholders. |
| | • Sixth Form Commissioner and Education Sector funding bodies. |

5. Wilberforce College's Beneficiaries

We believe that the strength of Wilberforce comes from its focus as a specialist Sixth Form College, delivering exclusively to 16–19-year-olds. This means the courses offered, the staffing and resources are all targeted at helping young people achieve their full potential, in an environment designed especially for them.

Wilberforce provides a supportive learning environment, with student services, careers and teaching departments working in partnership. The College's strategy is to consolidate student numbers whilst remaining responsive to the demands of the community. Wilberforce is committed to enabling all students achieve their full potential in a supportive and inclusive environment, and as such, the College demonstrates its commitment to Equality and Diversity through its Single Equality Scheme and associated annual report. The destination statistics for the College highlight positive social mobility trends, and students with SEND (Special Educational Needs and Disabilities) consistently have low NEET and Not Known figures.

Since opening, Wilberforce has recognised that the needs of its beneficiaries and the wider community are not static. As such, the College has demonstrated innovation and agility in ensuring it continues to meet these changing needs, through innovative teaching strategies supporting high quality and relevant curriculums. In 2000, Wilberforce introduced its first vocational courses to its curriculum and with the continued success of the vocational curriculum, in September 2021 the College launched its first T level programmes, focusing on Health, followed by the introduction of Engineering and Manufacturing and Digital Services T Levels in 2022.

Each faculty supports both technical and academic education to meet local and national skills priorities. In developing our curriculum, the College collaborates closely with a range of local, regional, and national networks and stakeholders to ensure it continues to serve the community both now and in the future.

The broad and balanced curriculum sees Level 3 students access three pathway types: 16% study A Levels only, 52% Advanced General Vocational courses and 14% study a combination of A Level and vocational. Overall, 84% of all students (Levels 2/3) undertake at least one vocational qualification. In addition to a student's main programme of study, 34% of students study GCSE in Maths or/and English and 4.8% a functional skill in English. Wilberforce is proud to offer the largest course range in the area.

We recognise our sustainability responsibility and seek to improve our environmental sustainability performance and minimise the negative environmental impact of our activities for the benefit of our learners, our staff, and to the wider community. As such, we recognise that a sustainable, efficient, and fit-for-purpose estate is vital in meeting the current and long-term needs of all our stakeholders, and that the college campus must be a healthy and productive setting for learners to fulfil their potential. As such the College has made significant modernisation and investment in the campus estate, including an investment of £1.75 million in Health, IT, and Engineering facilities. The investment across the campus ensures that students benefit from a spacious campus, industry-standard workshops, and state-of-the-art equipment.

5.1 Students

Wilberforce's key beneficiaries are the students. As such, the College is committed to ensuring that outstanding student experience, progression and outcomes are central to its core aims. Wilberforce measures its success in terms of student progression, retention, achievement, employability and satisfaction. The College seeks to improve the qualifications, skills and employability of the students it engages with through our;

- High quality teaching and curriculum.
- Upskilling programme (USP).
- Excellence Programme.
- Student Ambassador Programme.
- Sports Academy (Hull KR and North Ferriby FC).
- Enrichment activities.
- Pastoral Support.
- Careers Services.
- Academic Mentor and Tutorial Programme.
- International trips and visits.
- Placements and workplace experience opportunities.

The College recognises the importance of the Student Voice and ensures that it works collaboratively with the Student Union, Student Ambassadors and wider student population to ensure that their needs, priorities and voice is heard and that they are able to enact positive changes across the College for the benefit of current and future learners. The College also works closely with the Students' Union and Student Ambassadors to ensure students have opportunities for personal development, enrichment and volunteering with charities and local organisations during their time at Wilberforce.

5.2 Further and Higher Education Institutions, Partners and Employers

Further and Higher Education institutions and employers are also beneficiaries of Wilberforce through the advanced qualifications and skillset its alumni. Student destinations demonstrate the success in this measure, with alumni successfully moving into higher education, apprenticeships and employment. In recent years, an increase in technical provision has seen more of our leavers moving directly into high quality apprenticeships and employment. The HE destinations for our leavers are consistently varied, however the majority of Wilberforce leavers elect to stay within the local area and attend the University of Hull.

Wilberforce also measures its success in delivering the qualifications and skills sought by Higher Education institutions and employers through our broad, active partnerships and internships with local and national organisations and employers, as well as with Further and Higher Education providers, including the Universities of Hull, Lincoln, Coventry (Scarborough Campus), York and Leeds Trinity.

Wilberforce is member of the Advance Colleges Trust (ACT), a partnership between three independent, incorporated Sixth Form colleges: Franklin, John Leggott and Wilberforce. The ACT is based on firm history of collaboration and partnership working, and has already made significant strides in raising standards in teaching and learning. As such, Wilberforce continues to provide benefit to the partner colleges of the ACT through its active membership, coordination and collaboration.

In 2021, Wilberforce College lead the ACT College Collaboration Fund (CCF) bid and was successful in securing substantial funds to complete its project focusing on increasing attainment level, progression to level 3 and beyond, student engagement, and to enhance the blended learning experience of students.

As part of the ACT, Wilberforce jointly launched the '**ACT 360**' programme in 2021/22, funded through the Skills Accelerator Project, 'ACT 360' offers 360-degree support for students and young entrepreneurs. As part of this project, the College invested in an innovative, immersive learning space which offers a 360-degree screen. The space is used not only by students, but also by young entrepreneurs aged 18-25 developing green energy ideas. The College has been successful in securing a second year of funding for 2023-24, which will be invested in curriculum resources for engineering and renewables, contributing to the local and national skills priorities.

In conjunction with the eleven other providers who form the **TEC Partnership**, Wilberforce was successful in its bid to join the Skills Accelerator Programme and won a Skills Development Fund in 2021. The investment provided the College with funds to respond to local priorities for skills and innovation focusing on future industries and green energy, and expanding career opportunities for students into the Green Port Hull and Logistics. Wilberforce has renewed its membership with the Chamber of Commerce to ensure that the College can continue to positively contribute to the needs of the Local Skills Improvement Plan (LSIP) and develop its constructive links with local business and industry. The College's contribution action plan can be found within our Accountability Statement.

Wilberforce College is proud to be a member of the Humber Post-16 Partnership Group, a dynamic and collaborative network of local post-16 education providers. This group is dedicated to supporting students as they transition from secondary education to further education and on to employment. By working together, the member institutions share expertise and best practices to create cohesive support for all students within the local area.

The College provides students with a variety of internship opportunities through partnerships through organisations such as DFN Project Search. Stakeholders include Wilberforce College, ASDA, CHCP, Hull City Council, and East Riding Council. These internships offer students practical experience in their chosen fields, enhances their employability, and provides valuable opportunities to develop life skills in the real world and significantly increases their chances of employment or apprenticeship.

5.3 The Local and Wider Community

The College also benefits the local and wider community, not only as an employer for approximately 155 staff and volunteers, but also by upskilling and raising the educational aspirations of the young-people in the region. As such, the College reduces dependency on public services and helps to address the regional issues of social deprivation and poverty.

The College demonstrates its commitment to continuous professional development for its Teachers and Support Staff by offering a range of in-house and external training opportunities. Recent achievements include a 100% success rate for the NPQLTD and NPQSL programmes in 2023-24 and the appointment of the Assistant Principal as the Programme Lead for the NPQSL programme in the Yorkshire and Humber Region in 2024-25. These achievements not only enhance the reputation of the College as a leader in education and training within the region, attracting talented educators and leaders and creating career advancement opportunities, but also enhance teaching quality and enrich the learning environment for students. By collaborating with other providers and professionals within the region, the College strengthens its ties with the community it serves.

Wilberforce College works in close partnership with the fellow members of the Advance College Trust (ACT), who work in collaboration to provide strategic leadership within Education across the region.

Wilberforce genuinely values being part of the local and wider community, and this passion to service the community is felt throughout the College, from the Board of Governors to the teachers, and support staff. The College is proud to support the local community through staff and student involvement with community work, charities and organisations. As well as by providing low-cost facilities to community groups for events and activities, offering accessible and affordable community theatre, and health and beauty treatments in our hair and beauty salons.

6. How we Measure and Monitor our Progress

- The College's most recent Ofsted Inspection report can be found [HERE](#)
- The College's Annual Report and Financial Statements.
- Wilberforce College Accountability Statement including Local Needs Duty

- Achievement results in published performances tables.
- Public records and minutes of Board meetings.
- Student and staff surveys.
- The College seeks engagement from its stakeholders and wider community on the progress made by the College in meeting the current and future educational and training needs.