



**WILBERFORCE**  
sixth form college



**ANNUAL**

**ACCOUNTABILITY  
STATEMENT**

**2023-  
2026**



# 1.0 PURPOSE

Wilberforce Sixth Form College's curriculum offer is determined by the vision, mission and core values, expressed through the accountability statement, which aligns curriculum development and planning with the Local Skills Improvement Plan (LSIP) for the Humbe region.

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# VISION

To be an outstanding college, with an innovative curriculum that supports all students to achieve the best possible life chances.

The College has three key strategic priorities:

- **OUTSTANDING EXPERIENCES**
- **OUTSTANDING PROGRESSION**
- **OUTSTANDING OUTCOMES**

# MISSION

Wilberforce mission statements support the strategic planning, implementation and decision making in year to achieve the College Vision.

1. Support and grow a broad and flexible curriculum with provision for academic, vocational and mixed pathways, to include technical education.
2. Design and deliver an inclusive, engaging, and high-quality curriculum experience that inspires high achievement, progression and serves the Hull and East Riding community.
3. Deliver and support life skills that inspire, educate, and inform all students on how to progress well and become informed contributing citizens.
4. Invest in industry standard facilities to meet business and employer needs now and in the future and prepare students for employment and lifelong learning.
5. Develop linked employer skill networks to align relevant curriculum experiences and high-level knowledge to inform positive progression options.
6. Partner with local education professionals to align and steer a green education framework, developing green aware leaders and professionals of the future.
7. 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.

## COLLEGE CORE VALUES

In delivering the Vision and Mission, the college will do so using a set of behavioural and conduct values, which supports employability skills and future learner success.



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.



# 2.0 STRATEGIC AIMS & OBJECTIVES



## 1. OUTSTANDING EXPERIENCES

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



## 2. OUTSTANDING PROGRESSION

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



## 3. OUTSTANDING OUTCOMES

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



# 3.0 CURRICULUM

## PURPOSE

Each student, regardless of faculty, has a full study programme and wider education and support that wraps around their core curriculum choices. The framework below highlights the student journey, which is supported by and with the teaching team.

### Consistent Curriculum

Collective accountability, consistent quality cycle support and evidence-based insight for planning



ATTENDANCE

CELEBRATION

INCLUSIVE  
SUPPORT

OUTSTANDING  
EXPERIENCES

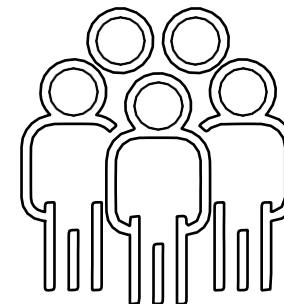


OUTSTANDING  
PROGRESSION



OUTSTANDING  
OUTCOMES

# THE COLLEGE TEAM



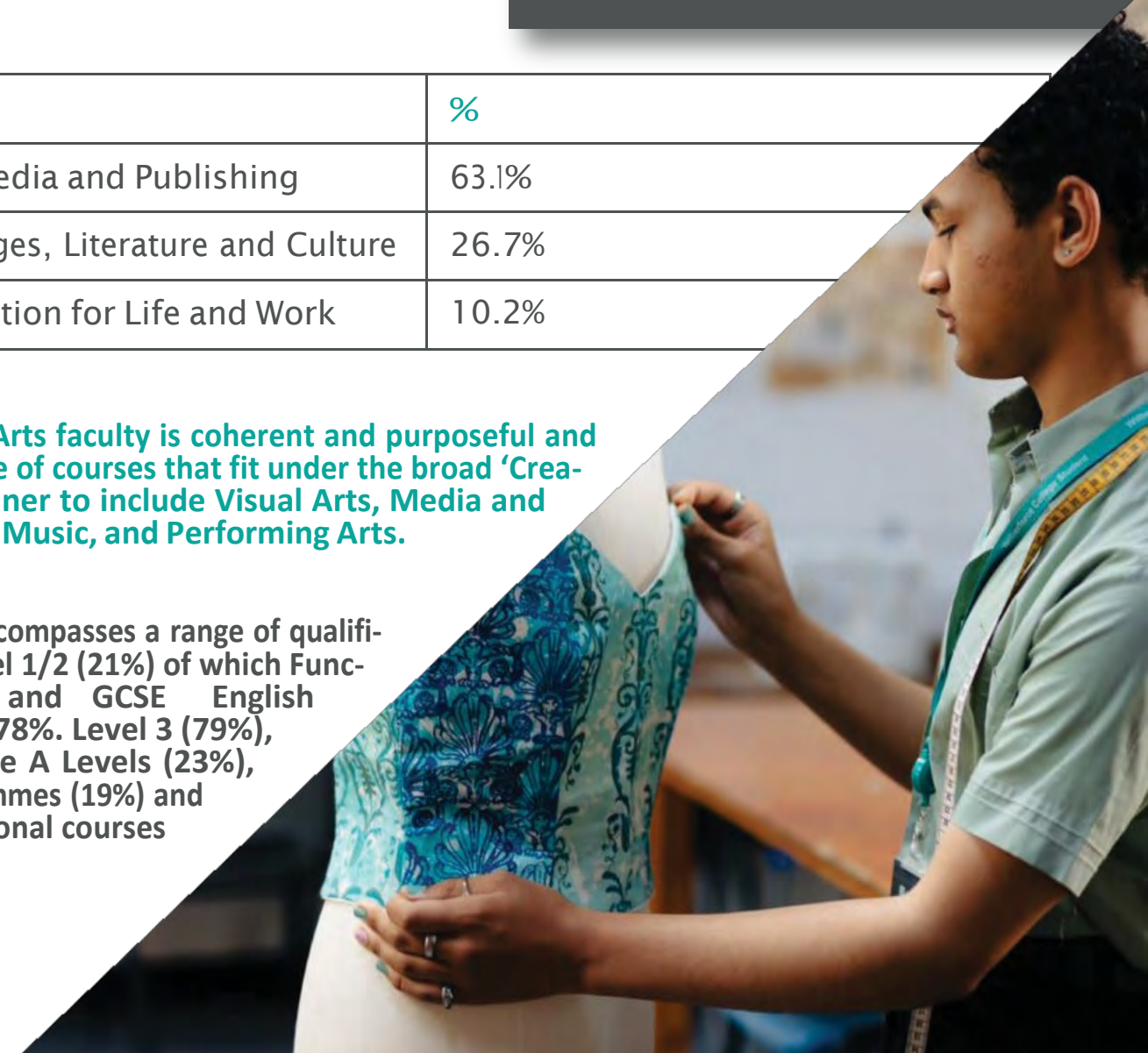
Wilberforce has five faculties supporting both academic and technical education, to meet local and national priorities.

## Creative Arts

SSA	%
09: Arts, Media and Publishing	63.1%
12: Languages, Literature and Culture	26.7%
14: Preparation for Life and Work	10.2%

The Creative Arts faculty is coherent and purposeful and unifies a range of courses that fit under the broad 'Creative Arts' banner to include Visual Arts, Media and Film, English, Music, and Performing Arts.

The faculty encompasses a range of qualifications at level 1/2 (21%) of which Functional skill and GCSE English accounts for 78%. Level 3 (79%), including pure A Levels (23%), mixed programmes (19%) and Level 3 vocational courses (37%).







# Digital, Engineering & Sport

The Digital, Engineering and Sports curriculum offer has been designed to promote inclusivity and cater to the local skills need. The faculty offers both Level 2 (26%) and Level 3 (74%) qualifications; the majority is a vocational offer (96%) with one A Level (4%) in Computing. The curriculum includes Sports, Public Services, IT, Engineering, Computing and Digital. Emerging provision ensures that students have the edge for the local and national opportunities which are constantly developing, particularly within the engineering and ICT sectors.

The introduction of the Digital T level now supports the drive towards higher level technical education. Linked to employer project design and placement opportunities, to support this curriculum, the future workforce and LSIP focus of Technical Skills and employability behaviours.

SSA	%
01: Health, Public Services and Care	13.5%
04: Engineering and Manufacturing Technologies	34.2%
06: Information and Communication Technology	21.1%
07: Retail and Commercial Enterprise	8.1%
08: Leisure, Travel and Tourism	23.1%



# Humanities & Social Sciences

The Humanities and Social Sciences faculty offers an academic provision that is broad and balanced to support student progress to higher education and beyond. With 100% of the curriculum at Level 3, the type of study includes pure A Levels (53%) and Mixed programmes at 47%. The faculty covers History, Sociology, Law, Psychology, Criminology and MFL.

Students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions, and adapt to change. Students develop a wide variety of transferable skills for many career paths, including research, evaluation, analytical and communication skills. The curriculum intent aligns to the objectives of maximising progression to Higher Education in the local area above 40%.

SSA	%
02: Science and Maths	28.4%
10: History, Philosophy and Theology	11.3%
11: Social Sciences	36.9%
12: Languages, Literature and Culture	2%
14: Preparation for Life and Work	2.7%
15: Business, Administration and Law	18.7%





# Maths & Business

The Maths and Business Faculty meets the needs of the local area through the development of Business, Travel and Enterprise skills to improve higher level access to managerial, professional, and associated careers. With the main provision Maths due to the GCSE re-sit provision.

The faculty encompasses a range of qualifications at level 1/2 (31%) of which GCSE Maths accounts for 88%. Level 3 (67%), including pure A Levels (16%), mixed programmes (13%) and Level 3 vocational courses (38%).

SSA	%
02: Science and Maths	73.5%
08: Leisure, Travel and Tourism	3.2%
11: Social Sciences	3%
15: Business, Administration and Law	20.3%

Breakeven Chart – Ste



# Science & Health

The Science and Health faculty has a particular focus in supporting students to access health technologies, addressing the upskilling demands of the health sector. This is one of the fastest growing sectors, driven by Hull and East Yorkshire's ageing population. The reported number of jobs in the Humber expected to grow from 155,000 to 200,000 by 2030 which supports the development of the faculty focus and intent for employer engagement.

The faculty offers a wide range of qualifications at both Level 1/2 (24%) and Level 3 (76%), including pure A Levels (19%), mixed programmes (13%) and Level 3 vocational courses (44%).

SSA	%
01: Health, Public Services and Care	35.4%
02: Science and Maths	41.7%
07: Retail and Commercial Enterprise	16.4%
11: Social Sciences	6.5%

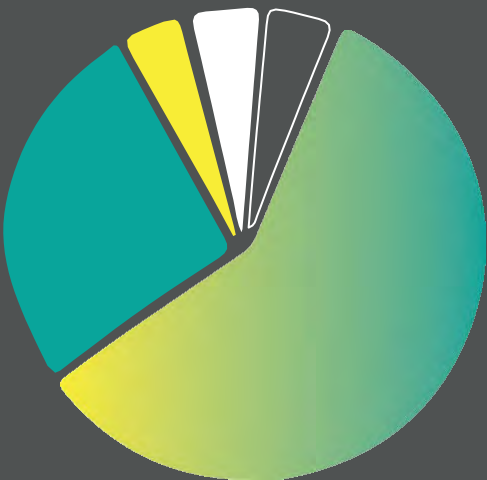


# 4.0 STRATEGIC CONTEXT

Wilberforce Sixth Form College is a designated Sixth Form College (SFC) for 16-19-year-old students in East Hull.

The College currently serves students with a split of 59% female and 41% male. Students study at Level 2 (18%), Level 3 (81%) and Level 1 / Project Search (1%). 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.

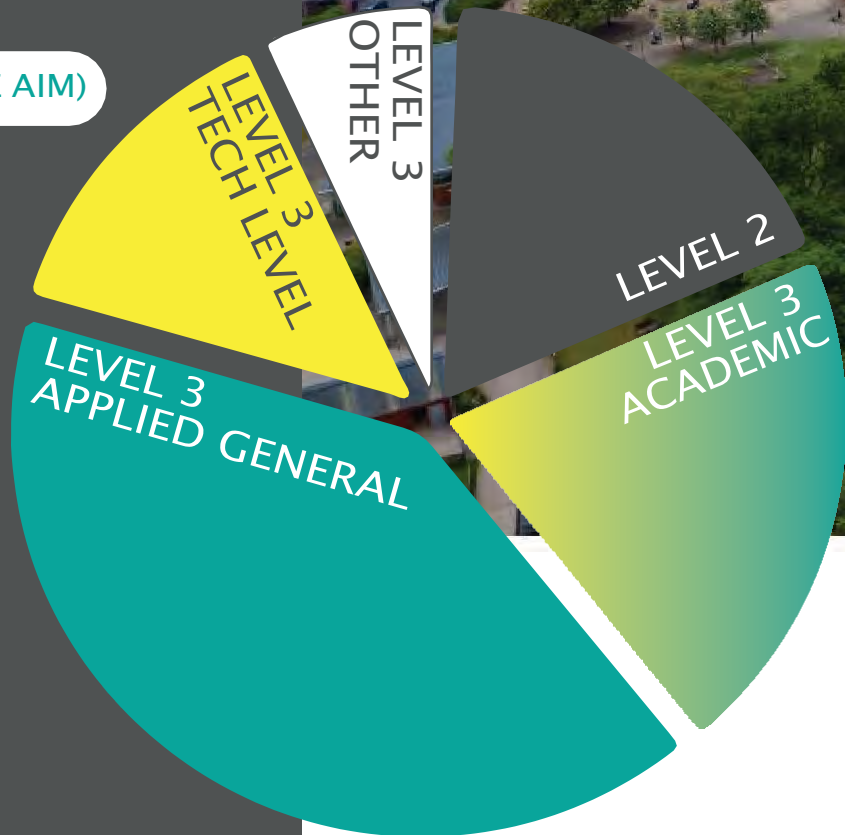
PROFILE OF 16-19 LEARNERS (CORE AIM)



Sixth Form Colleges



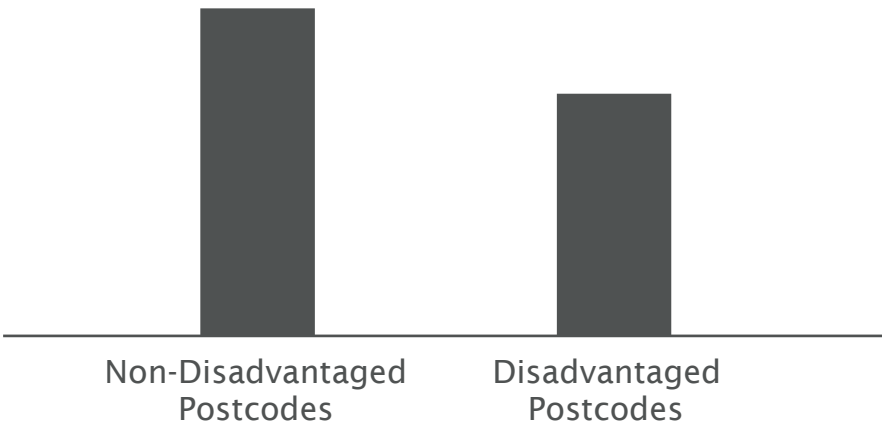
YH Sixth Form Colleges



**Wilberforce College Curriculum Types**  
The College provides a diverse curriculum for students, whether it is a stepping stone to Level 3 to gain academic excellence through a traditional, yet diverse range of A Levels, or more increasingly to expand career knowledge and skills through Level 3 Applied General Qualifications. Our offer continues to grow and develop with the technical focused curriculum.

Ethnicity	%
Eth - BAME	16%
Eth - Not Known	1%
Eth - White	83%

The support for disadvantaged students to ensure equity in opportunities and possibilities runs through curriculum provision and support for all. The college sees 37% of the cohort access bursary support and 15% free school meals.



WILBERFORCE  
23/24 COHORT



Travel to learn and work sees recruitment predominantly from the local communities of Kingston Upon Hull and East Riding of Yorkshire. The local transport network supports travel into the city centre as well as coastal villages. This is complemented by the College's bus service. A significant percentage of students live within a 16-mile reach.



# PROGRESSION DESTINATIONS

Over the last three destination years, Wilberforce has seen a consistent picture in varied destination choices across the UK (55 different universities choices selected), with the majority choosing their local university.

With an increase of technical provision, the direction of travel has shifted, seeing destinations into apprenticeships and employment increase and higher education decreasing. The local area needs, and context are a key factor for this shift, including the impact of COVID and cost of living.



PART B

## 5.0 CONTRIBUTION PLAN

### NATIONAL AND LOCAL PRIORITIES







# 6.0 STAKEHOLDERS & PARTNERSHIPS

The College works closely with a range of local and regional networks and stakeholders to develop curriculum and provision to serve the future of the communities. The following stakeholders support in developing curriculum and advancing opportunities across faculties, with the themes of the LSIP and the context of Wilberforce College.

## PARTNERSHIP NETWORKS



## KEY DOCUMENTS SUPPORTING WILBERFORCE PLANNING

### 1. LSIP Additional LSIP focus includes:

- Employability and behaviours
- Careers guidance
- Accessibility

Hull and Humber Chamber of Commerce ([hull-humber-chamber.co.uk](http://hull-humber-chamber.co.uk))

### 2. HEY LEP areas of skills development relevant for 16-19 education provider

- Driving higher level skills
- Maximising progression to higher education (Level 4+)
- Embedding digital skills
- Delivering a green recovery through skills development
- Retaining and attracting young people
- Supporting labour market participation
- Greater economic inclusion

Hull & East Yorkshire Local Skills Report ([heylep.com](http://heylep.com))

FINAL-HEY-LEP-Economic-Growth-Workforce-Wellbeing-Strategy-2021-2026.pdf ([heylep.com](http://heylep.com))

### 3. Hull Local Authority Education & Skills

- Reducing NEETs in Hull Local Authority

Education learning skills statement 2021-2022 ([hull.gov.uk](http://hull.gov.uk))

## CURRICULUM FOCUS NETWORKS SHAPING PROVISION





7.0 CONTRIBUTION ACTION PLAN LINKED TO LSIP AND NATIONAL PRIORITIES

THEME 1  
TECHNICAL  
SKILLS

THEME 2  
EDUCATIONAL  
PROFESSIONALS

THEME 3  
EMPLOYABILITY  
&  
BEHAVIOURS

THEME 4  
CAREERS  
GUIDANCE

THEME 5  
ACCESSIBILITY

FOCUS AREA	NATIONAL SKILLS PRIORITY LINK	HEY LEP	LSIP THEME	LINK TO STRATEGIC OBJECTIVE (PAGE 6)	SMART TARGET
VOCATIONAL EXPERIENCES	All	Driving higher level employability skills	THEME 1 Technical skills development	1.1 2.1 2.2 3.3	Increase work experiences and project provision across all provision, a focus on traditional work placements linked to Vocational units, project work linked to voca- tional skills and experiences with industry live briefs for Vocational and A level students. Volunteering opportu- nities for A level students.
CURRENT		Technical skills development – Transitioning Course Offer Wilberforce College delivers a skills-based curriculum alongside a far-reaching enrichment programme. This is embedded throughout all curriculum areas as well as a calendar of opportunities for all students to gain insight and experience with employers. Traditional Work placement in 23/24 was 21%, 62.6% with Employment focused encounters which include pro- jects and voluntary work.			
EXCELLENCE PATHWAYS	University  STEM  Creatives  Sports	Driving higher level skills and aspirations  Maximising level 4+ progression	THEME 1,2,3 Academic and Technical skills  Behaviours	2.1 3.1	To provide access to specific, specialist pathway educa- tion under focus areas of need, listed below. Launching new areas from September 2024, building student access to updated opportunities, employer projects, visits and specialised educational support regardless of curriculum study plans. These extra pathway sign-ups will support the skills agendas for future study and employment though increased access and specialisms.  a) University Excellence Pathway b) Health Excellence Pathway c) STEM Excellence Pathway, inc. Digital and Net Zero d) Sports Excellence Pathway e) Creative Excellence Pathway
CURRENT		Excellence Pathways A successful academic excellence pathway including medics has supported opportunities, exposure, projects, visits and progression to Russell group universities for those interested and striving for excellence in specific career pathways. In 2024, this will be re-brand- ed to widen access and then expand with pathway opportunities available increasing, with key employer links as partners for academ- ic and skill development to open the destination excellence broader than key universities.			
SUSTAINABLE DEVELOPMENT GOALS (SDGs)	Engineering Digital & Technology  Science & Maths	Delivering a green recovery through skills development  Driving higher level skills	THEME 1 Cross Cutting technical skills	2.1 3.1	To embed SDGs through curriculum planning docu- mentation, with particular focus on green living and employment, educating students though terminol- ogy and industry examples. Focus initiatives and projects to support long-term interest in future studies and engagement in net zero.





FOCUS AREA	NATIONAL SKILLS PRIORITY LINK	HEY LEP	LSIP THEME	LINK TO STRATEGIC OBJECTIVE (PAGE 6)	SMART TARGET
CURRENT		Sustainable Development Goals 2022/23 saw the introduction of SDG tracking in curriculum planning, focusing on the agenda of equality and sexual harassment policy for schools and colleges. This continues; however, a next step is to drive green economy awareness that is required in all curriculum areas and continue to embed.			
CAREER GUIDANCE	Digital & Technology  Science & Maths	Retaining and attracting young people  Greater economic inclusion	THEME 1 THEME 3	1.1 1.3 2.1 2.3 3.1 3.3	Invest in careers education linked around renewables and green careers for all as part of the IAG programme.
CURRENT		Employer Supported Calendared Careers Events  A series of events that encompass careers linked to the curriculum, signposting to CEIAG online, guest speakers and activities within the classroom accounting for 141 employers presenting to students regarding career opportunities, 144 part time or voluntary work opportunities and 7 set employer projects in 22/23. Progression to higher education and employment updates is supported through university visits. Wilberforce supports future students in readiness for study through tasters, school liaison activities and open events for both applicants, parents/carers, employers and IAG advisors.			
EDUCATIONAL TEACHING PROFESSIONALS	-	Driving higher level skills  Embedding digital skills  Retaining and attracting young people	Theme 2 Developing tech and infrastructure to support enhanced teaching capabilities	1.1 1.2 1.3 2.2 3.4	To support advanced opportunities regarding TLA and research-based development alongside technology developments. Invest in resources to offer digitally enriched TLA, increasing skill development of educational professionals and those in training.
CURRENT		Industry Upskilling All teachers and support are directed to engage in meaningful and linked industry days to support their teaching, awareness, updates and links to employers to support development. Working with the University of Hull, the opportunities to develop alignment from FE to HE. Aspiring teachers are currently undertaking a mentor qualification and supporting Maths GCSE students.  Digital Literacy The College has invested heavily in the digital skills agenda within the curriculum offer to build transferable skills for the future. A digital mandate and training for staff and students resulted in Wilberforce Sixth Form College becoming the only accredited Microsoft Showcase sixth form college in the country in 2021/22. The College was a DfE Demonstrator College working with over 42 establishments to embed digital skills, increasing system leadership to empower staff to develop skills, competences that helped to increase accessibility both in and out the classroom.]) Focus development of AI use in classroom practice through education and champions to be developed in 23/24			



## 8.0 CORPORATION STATEMENT

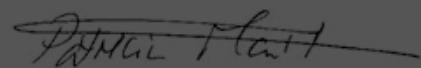
Having reviewed Wilberforce Sixth Form College's position against the needs of the current and future local, regional and national economies served, we are confident that we are well positioned to respond.

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

On behalf of the Wilberforce Sixth Form College Corporation, it is hereby confirmed that the College plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Chair of the Corporation on 20th March 2024.



Principal Colin Peaks



Chair of Governors

Ofsted Link:

Wilberforce College - Open - Find an Inspection Report - Ofsted  
<https://reports.ofsted.gov.uk/provider/40/130580>







**WILBERFORCE**  
sixth form college

# WILBER**FORCE** **YOUR SUCCESS**

**ACCOUNTABILITY  
STATEMENT**  
2023-2026



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