

Accountability Statement

Wilberforce College

2026-2029



TABLE OF CONTENTS

- Document Summary

PART A

- 1 Context & Place
- 2 Strategic Vision, Mission & Values
- 3 Curriculum Purpose
- 4 Academic Overview
- 5 Student Community, Inclusion and Destinations
- 6 Accountability Approach
- 7 Informed Planning

PART B - Contribution Plan

- 8 Local Priorities Focus (LSIP)
 - 9 Key Documentation links
 - 10 Stakeholders and Partnerships
 - 11 Wilberforce Contribution Action Plan
 - 12 Corporation Statement
- 

Document Summary

Wilberforce Sixth Form College's Accountability Statement for 2026-2029 outlines its commitment to delivering a curriculum aligned with local, regional, and national skills priorities. The College primarily serves East Hull, focusing on academic, vocational, and technical education to prepare students for future employment and higher education, with a strong emphasis on sectors such as engineering, digital technology, media, and health. The document details the College's vision, mission, core values, strategic aims, curriculum purpose, context, accountability approach, contribution plan, and partnerships supporting its objectives.

Purpose and Vision

Wilberforce College aims to provide outstanding experiences with an innovative curriculum that supports students in achieving the best possible life chances. Its mission includes growing a broad and flexible curriculum, delivering high-quality and inclusive education, supporting life skills development, investing in industry-standard facilities, fostering employer partnerships, promoting green education, and being the educator of choice with strong support structures. Core values emphasise integrity, respect, student-centeredness, valuing individuals, teamwork, innovation, and excellence.

Strategic Aims and Objectives

The College focuses on three strategic priorities:

- **Outstanding Experience:** Providing rich curriculum experiences, fostering strong work ethics, maintaining sustainable student growth, and investing in first-class facilities.
- **Outstanding Progression:** Offering a curriculum aligned with priorities to enable student progression, equipping students with essential skills including English and Mathematics proficiency and supporting health and well-being.
- **Outstanding Outcomes:** Delivering an ambitious curriculum with a focus on qualifications, skills through work experience and projects, aspirational teaching, challenge for all students, and a proactive support framework.

Curriculum Purpose and Faculties

Wilberforce operates eight faculties covering academic, vocational, and technical education aligned with local and national priorities.

Science & Humanities: Inclusive academic curriculum supporting progression to higher education and careers in healthcare, life sciences, green energy, law, policing, teaching, and social work. Partnerships with universities and professionals enhance career exploration.

Arts: Industry focused curriculum in Fine Art, Graphic Communication, Photography, and related fields. Emphasis's creative, digital, and entrepreneurial skills responding to local creative sector growth.

Health, Care & Internships: Curriculum addressing workforce shortages in health, social care, education, and childcare. Strong employer partnerships and inclusive programmes like Project Search support progression.

Business & Digital: Career focused courses in Business, Computing, Esports, Travel, and Tourism aligned with digital and leadership skills demands. Investment in modern technologies supports relevant skill development.

Media, Performance & Production: This faculty prepares students for higher education and employment in creative industries such as media, music, and performance. It incorporates employer engagement, live briefs, and professional opportunities, fostering enterprise and event management skills.

English & Mathematics: Delivering essential skills for higher education and employment, this faculty offers A Levels and GCSEs in English and Mathematics. The curriculum supports progression into diverse careers and includes employer engagement and university partnerships.

Engineering, Hair & Beauty: Responding to local skills shortages, this faculty offers vocational and T Level pathways in engineering and manufacturing as well as technical routes in hairdressing, and beauty therapy. It includes strong employer partnerships and promotes diversity and enterprise skills.

Sports & Public Services: This faculty prepares students for careers in sport, leisure, emergency services, and public sectors. It develops leadership, teamwork, and communication skills, with employer engagement providing insight into recruitment and career pathways.

Governance and Corporation

The College Corporation regularly reviews how Wilberforce meets local, regional, and national skills needs. Following the Skills and Post-16 Education Act (2022), the Corporation confirmed that the College effectively addresses local skills needs through its broad and responsive curriculum and strong partnerships. The College was rated as making a 'reasonable' contribution to skills needs in the April 2024 Ofsted inspection, which highlighted positive stakeholder relationships and understanding of emerging industries such as vehicle electrification and AI in agriculture. The Corporation commits to reviewing provision every year and publishes the Accountability Statement on the College website.



PART – A

1.CONTEXT & PLACE

Wilberforce Sixth Form College is a designated Sixth Form College (SFC) for 16-19-year-old students in East Hull. The College currently serves 55% female and 45% male students across Level two (20%), Level three (77%) Level four (1%) and Level one / Project Search (2%). The broad and balanced curriculum sees Level three students access three pathway types: 16% study pure A Levels, 20% study a combination of A Level and vocational, with 64% studying Advanced General Vocational courses.

Wilberforce College offers a curriculum that aligns with the vision, mission and core values, as well as determined by and aligned with the Local Skills Improvement Plan (LSIP) for the Humber region. A key purpose is to predominantly serve the community of East Hull, providing outstanding post-16 education within academic, vocational and technical skills. Wilberforce supports the regional economic growth to develop tomorrow's workforce through innovative and pioneering education, inspiring confident, skilled, employable and entrepreneurial professionals who make a valuable contribution to the local, regional and national priorities.

Contribution, growth and skill alignment for delivery at Wilberforce is seen particularly across Engineering Manufacturing, Digital Technology, Media and Health. Wilberforce supports progression onto Level 4+ studies across all qualifications, with over 44% progressing to Higher Education or Degree Apprenticeships.

The College works alongside employers and partners to support student awareness, education and choices. As part of the employer events themed to specific career areas for all students throughout the year, teachers and support access updated information and run pre-events to share curriculum development.

The skill development agenda also sees growth in Level two provision with over 300 students developing core skills and over 50% continuing into Level three programmes. Over 30% of the Wilberforce cohort in year one study GCSE re-sits, supporting the core skills need in the community.

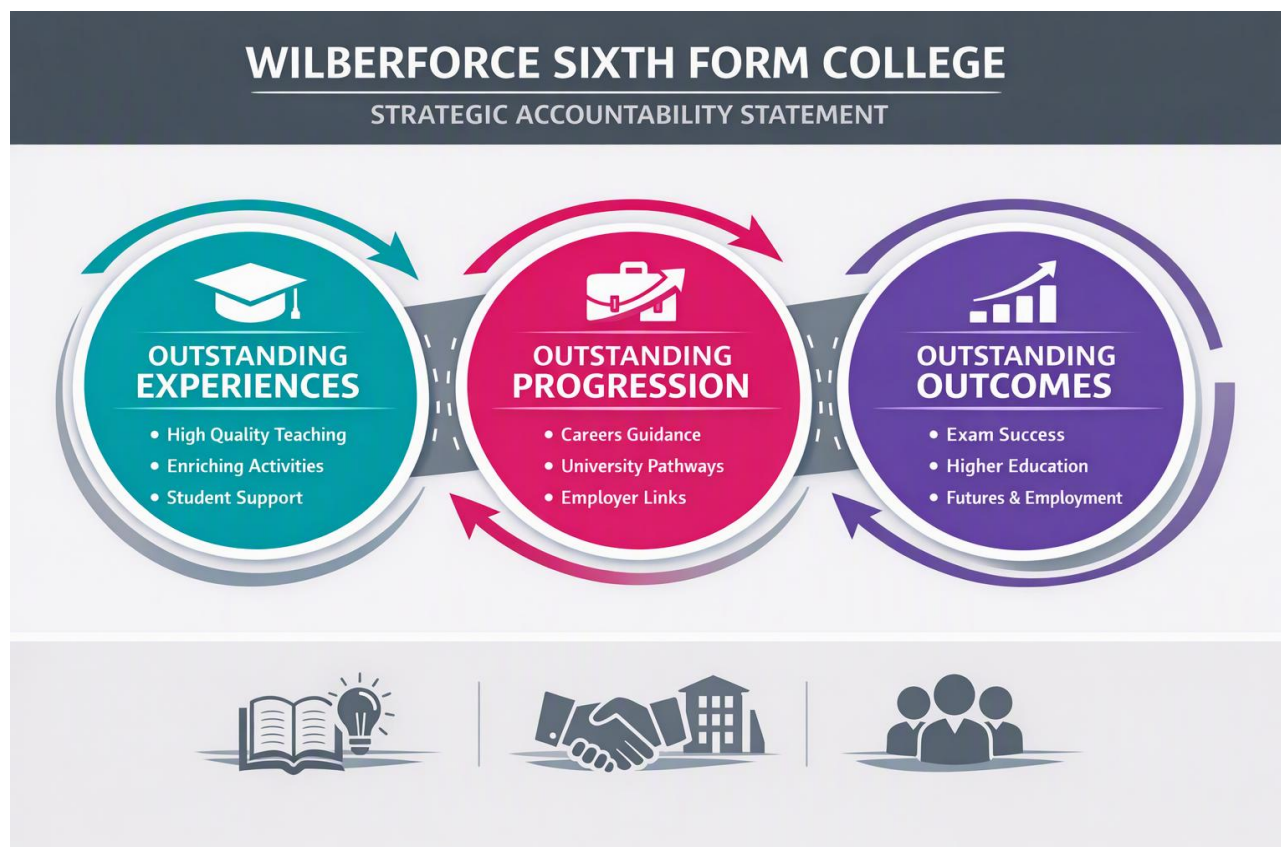
2.STRATEGIC VISION, MISSION & VALUES

The underpinning activity and actions of the strategic objectives highlight alignment to the strategic plan of the College as it delivers the accountability plan for local, regional and national needs.

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 to realise the vision:



MISSION:

Our mission is to provide an ambitious, inclusive and employer informed education that enables every student to achieve, progress and contribute positively to their community and future workforce.

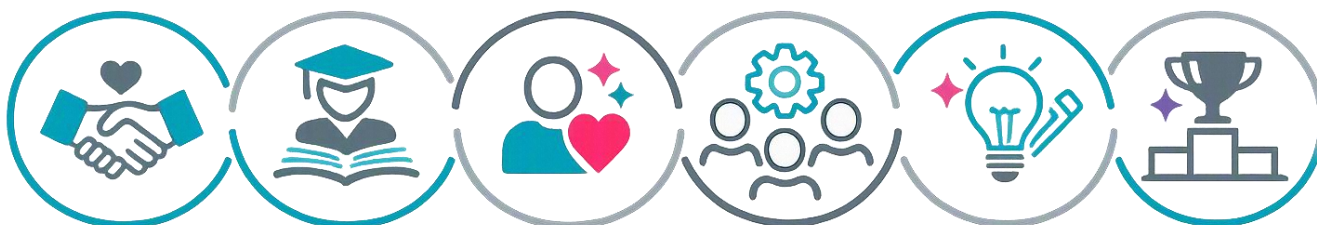
The College mission is delivered through seven strategic mission priorities that guide curriculum planning:

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, preparing 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, factoring renewable for all for 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.**



3. CURRICULUM PURPOSE

The purpose of the Wilberforce curriculum is to provide an ambitious, inclusive and responsive post-16 education offer that enables young people from Hull, the East Riding and surrounding communities to achieve the best possible life chances. As a designated sixth form college serving a diverse local community, Wilberforce offers academic, vocational and technical pathways that support students to progress successfully into higher education, apprenticeships, employment and lifelong learning.

The curriculum is designed to reflect the College vision: to be an outstanding college with an innovative curriculum that supports all students to achieve. It provides breadth, flexibility and progression through eight faculties, ensuring that students can access appropriate pathways at Level two, Level three and Level four. Alongside qualification success, the curriculum develops the wider skills, behaviours and confidence students need to become informed, resilient and contributing citizens.

At the heart of the curriculum is a commitment to inclusion, aspiration and progression. Wilberforce recognises the social and economic challenges faced by many learners and designs its curriculum, tutorial, enrichment and support offer to remove barriers, raise aspirations and improve outcomes. English, mathematics, digital literacy, employability, wellbeing and life skills are embedded across study programmes so that all students are equipped to progress well.

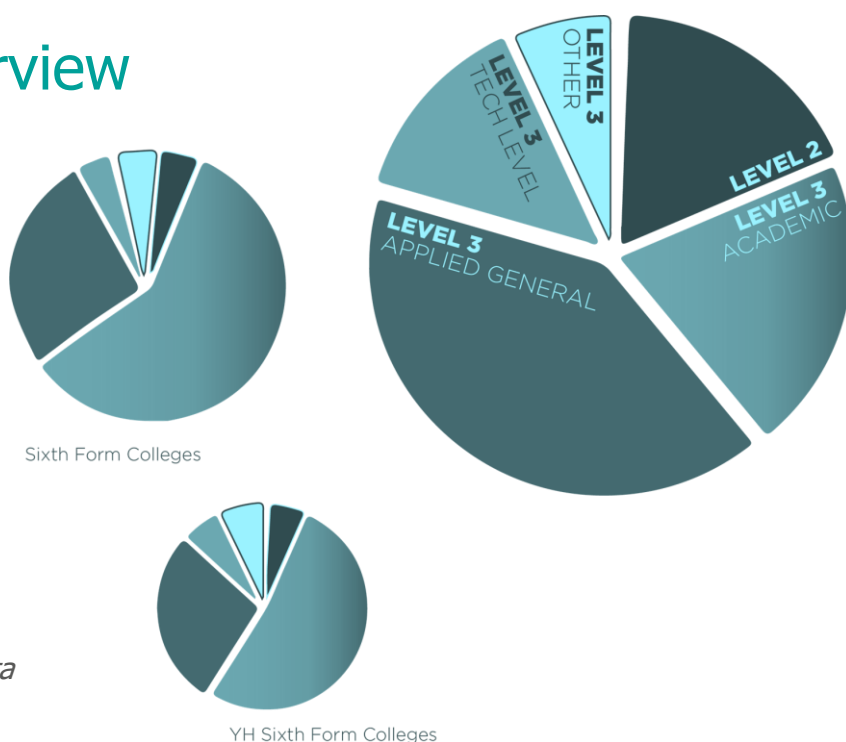
Through this curriculum purpose, Wilberforce contributes directly to local skills development, widening participation and regional economic growth. The College aims to develop confident, skilled, employable and socially responsible young people who are prepared for the changing demands of work, further study and civic life.

Each student follows a study programme, that includes skills and tutorial education to support their experiences and exposure to diverse topics. The College activities support the embedding of skills specifically focused on industry needs and demands.

4. Academic Overview

Overall, 88% of all students (Levels 2/3) undertake at least one vocational qualification.

In addition to student's main programme of study, 38% of student's study GCSE in Maths and/or English.



Note: MIDES 23/24 November Data

FACULTY AREAS

SCIENCE & HUMANITIES



The Science and Humanities Faculty provides an inclusive academic curriculum that supports progression to higher education, degree apprenticeships and professional careers. The curriculum is informed by Labour Market Information (LMI), regional skills priorities and employer engagement to ensure students develop the knowledge, behaviours and transferable skills needed for future success.

Science programmes, including A Levels, Applied Biomedical Science and AAQ Medical Science, respond to growing workforce demand within healthcare, life sciences and green energy industries. Health remains one of the largest employment sectors in the Humber region, while major investments in offshore wind, hydrogen production and decarbonisation are creating future career opportunities. Partnerships with the University of Hull, the Royal Society and healthcare professionals help students explore careers.

Humanities and Social Sciences subjects, including History, Psychology, Sociology, Criminology and Law, develop critical thinking, communication, research and analytical skills valued by employers across all sectors. The curriculum supports progression into careers such as law, policing, teaching, social work, psychology, public services and the justice sector. Employer engagement includes magistrate talks, police workshops university visits and live projects, connecting academic study with careers. The faculty is committed to raising aspirations, increasing progression to Level 4+ study and developing the highly skilled workforce needed across the Humber region.

ARTS



The Art Faculty delivers an inclusive and industry-focused curriculum across Fine Art, Graphic Communication, Photography, Art & Design and the Level 4 Foundation Diploma. The curriculum responds to local labour market needs and provides clear progression routes into higher education, employment and self-employment.

The creative and digital sector continues to grow across Hull and East Yorkshire, with more than 575 creative and digital businesses operating in the region. In response, students develop creative, digital and entrepreneurial skills through employer-led projects, live briefs and industry-standard technologies.

Students gain insight into careers including graphic design, photography, content creation, digital marketing, architecture and user experience design. Enterprise and freelancing skills are embedded throughout the curriculum, supported by the College's Entrepreneur Pathway, reflecting the high levels of self-employment within the creative industries.

The faculty promotes creativity, employability and professional practice to prepare students for success in a rapidly evolving sector.

HEALTH, CARE & INTERNSHIPS



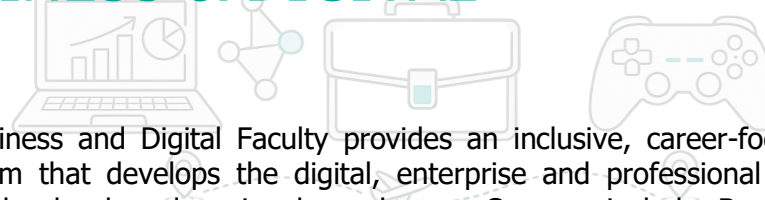
The Health, Care and Internships Faculty provides an inclusive curriculum that supports progression into sectors experiencing significant workforce shortages locally and nationally. Programmes include Health & Social Care, Early Years, T Levels and the highly successful Project Search supported internship programme.

Curriculum planning is informed by LMI and LSIP priorities, particularly within health, social care, education and childcare. Students develop technical knowledge, digital skills, professional behaviours and practical experience through employer partnerships, industry placements and work-related learning.

Strong partnerships with NHS organisations, CHCP, ASDA, childcare providers and the University of Hull support progression into employment, apprenticeships and higher education. Project Search continues to provide outstanding opportunities for learners with EHCPs and Autism, promoting inclusion and successful progression into sustained employment.

The faculty plays a key role in supporting regional workforce needs and developing skilled professionals for essential public services.

BUSINESS & DIGITAL



The Business and Digital Faculty provides an inclusive, career-focused curriculum that develops the digital, enterprise and professional skills needed by local and regional employers. Courses include Business, Computing, Esports, Travel and Tourism, supporting progression to higher education, apprenticeships and employment.

Curriculum planning is informed by Labour Market Information (LMI) and Humber LSIP priorities, particularly in digital skills, leadership, project management and commercial awareness. Learners develop communication, problem-solving and entrepreneurial skills through employer-led projects, work experience and industry engagement. All Level two and Level three Year 2 students complete work experience linked to their chosen career pathway.

The faculty responds to growing demand in business services, cyber security, digital technologies, sales and marketing. Investment in technologies such as Microsoft HoloLens, Esports facilities and digital software ensure students develop skills relevant to modern workplaces and future careers

MEDIA, PERFORMANCE & PRODUCTION



The Creative Media, Performance and Production Faculty delivers an inclusive, industry-focused curriculum designed to prepare students for higher education, employment and self-employment within the creative industries. Programmes span Media, Music, Performance and UAL qualifications from Levels two to four.

The curriculum responds to Labour Market Information and LSIP priorities within the rapidly growing creative and digital sector. Hull and East Yorkshire are home to more than 575 creative and digital businesses, creating demand for skills in content creation, media production, performance, marketing and digital technologies.

Employer engagement is central to the student experience. Learners benefit from partnerships with organisations including NAPA and Screen Yorkshire, industry masterclasses, live briefs and professional performance opportunities. Projects such as the student-led **@RonnoRecords** record label develop enterprise, event management and marketing skills, while performances at venues such as The Adelphi and Humber Street Sesh provide authentic industry experience.

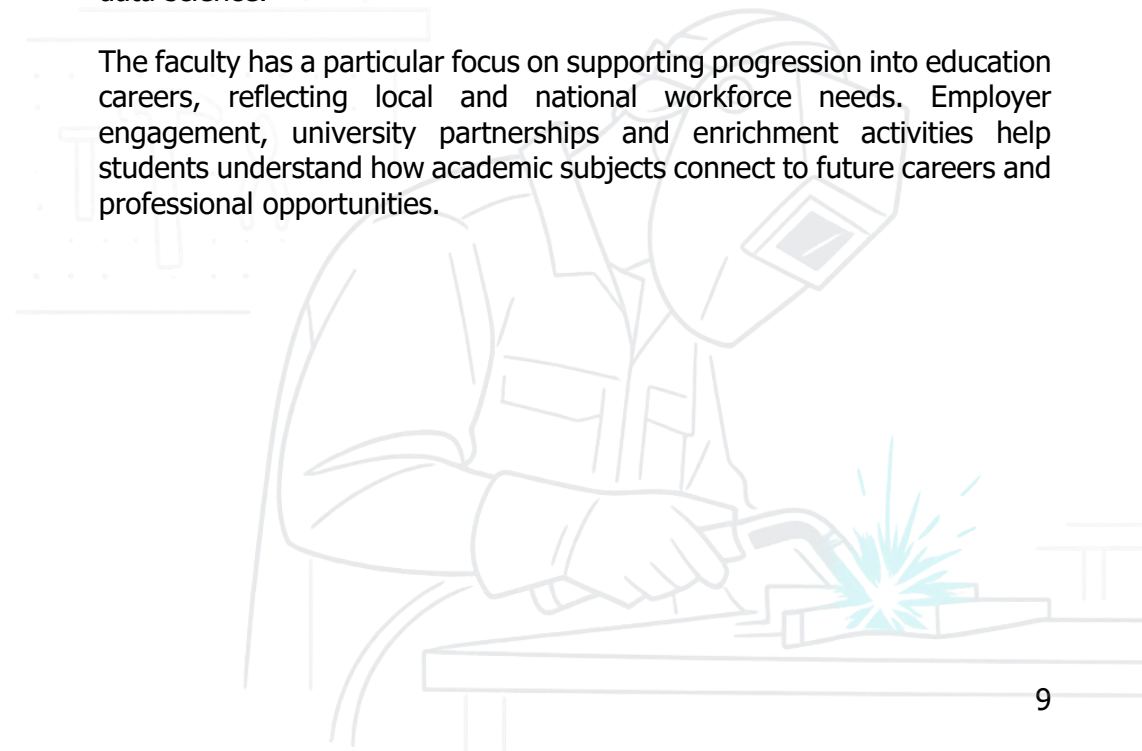
ENGLISH & MATHEMATICS



The English and Mathematics Faculty delivers an inclusive academic curriculum that develops essential skills for higher education, apprenticeships and employment. Students study A Levels and GCSE qualifications that provide strong progression routes into a wide range of careers.

Curriculum planning is informed by Labour Market Information (LMI) and LSIP priorities, ensuring students develop the literacy, numeracy, analytical and communication skills valued by employers across all sectors. English supports progression into careers such as teaching, journalism, publishing, law, marketing and media, while Mathematics underpins pathways into engineering, finance, healthcare, digital technologies and data science.

The faculty has a particular focus on supporting progression into education careers, reflecting local and national workforce needs. Employer engagement, university partnerships and enrichment activities help students understand how academic subjects connect to future careers and professional opportunities.



ENGINEERING, HAIR & BEAUTY



The Engineering, Hair and Beauty Faculty delivers an inclusive curriculum that responds directly to local skills shortages and employment opportunities. Students develop technical, professional and employability skills that support progression into apprenticeships, higher education and employment.

Engineering

Engineering and manufacturing remain priority sectors within the Humber region, employing around 44,000 people locally. Courses include vocational, EAL and T Level pathways that support progression into careers in advanced manufacturing, renewable energy, rail, automation and engineering technologies.

Employer partnerships with organisations such as Daifuku, F.R. Scott and Humber Tech Week provide learners with real-world industry experience. Curriculum development aligns with major regional investments, including Siemens Mobility in Goole, ensuring students are prepared for emerging employment opportunities. The faculty also actively promotes diversity through initiatives such as Women into Manufacturing and Engineering (WiME).

Hair & Beauty

Hair and Beauty provision continues to be a growing employment sector across Hull and East Yorkshire. The curriculum develops industry-standard technical skills alongside customer service, communication, enterprise and business management. Employer engagement, competitions, masterclasses and industry events help students understand career opportunities in hairdressing, beauty therapy, aesthetics and salon management. Enterprise skills are embedded throughout the curriculum, reflecting the high levels of self-employment and business ownership within the sector.

SPORTS & PUBLIC SERVICES



The Sports and Public Services Faculty provides an inclusive curriculum that prepares students for careers in sport, leisure, health, emergency services and the wider public sector. Courses develop leadership, teamwork, communication and problem-solving skills that are highly valued by employers.

Curriculum planning is informed by Labour Market Information and Humber LSIP priorities. Learners can progress through Sport, Leisure Management and Public Services pathways, with opportunities to progress into higher education, apprenticeships and employment in coaching, fitness, policing, law, the armed forces and public service professions.

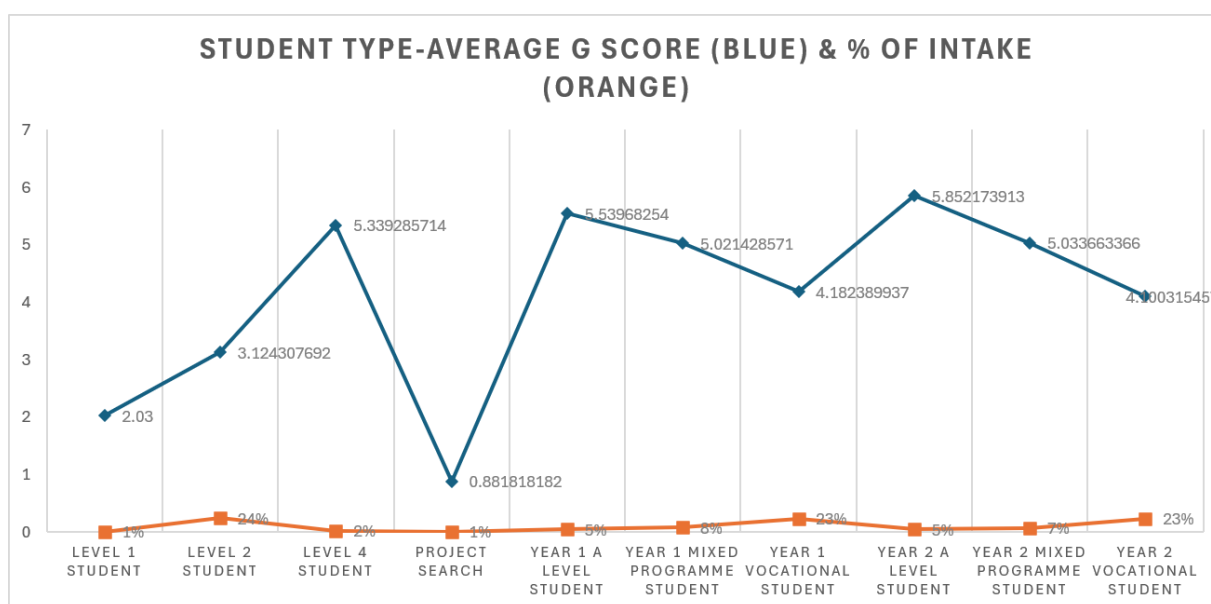
Employer engagement is a key strength. Sport students work with local primary schools to develop coaching and leadership skills, whilst Public Services students participate in activities with the Police, Fire Service and Armed Forces. These experiences provide valuable insight into recruitment processes, workplace expectations and career pathways.

The curriculum responds to growth in the leisure sector, public services and community wellbeing industries, helping students develop the skills required to contribute positively to their communities and the regional workforce.

5. STUDENT COMMUNITY, INCLUSION & DESTINATIONS

Wilberforce Sixth Form College predominantly recruits learners from the local communities of Kingston upon Hull and the East Riding of Yorkshire. Strong transport links across Hull, the East Riding and surrounding coastal communities, alongside the College's dedicated bus service, support access to education and training. Most students live within a 16-mile radius of the College.

Wilberforce's intake profile demonstrates the importance of an inclusive and responsive curriculum. The average GCSE score on entry shows that students join the College with a wide range of prior attainment, requiring flexible pathways, strong transition support and differentiated teaching to enable all learners to progress successfully. This reinforces the need for a curriculum model that provides appropriate Level two, Level three academic, vocational and technical routes, alongside embedded English, mathematics, study skills and personal development.



The data also highlights Wilberforce's role in widening participation and raising aspiration across Hull and the East Riding. By designing curriculum pathways around students' starting points, the College can remove barriers, support confidence and build the knowledge, skills and behaviours needed for positive progression. This inclusive approach ensures that prior attainment does not limit ambition, but instead informs targeted support, challenge and progression planning for every learner.

Improving participation, retention and progression remain a strategic priority. The College continues to align its curriculum, careers education and support services with Hull and East Riding priorities to reduce the number of young people not in education, employment or training (NEET). Wilberforce's progression outcomes remain very strong with 2024/5 leavers having 95.1% positive destinations, with 2.3% logged as NEET.

The NEET rates in Hull for comparison were 5.8% in February 2026, England reported 3.4% and Yorkshire and Humberside 3.8%. The New Statistical neighbours were 4.2%.

The College has a strong track record of supporting learners into positive destinations. Over the last three years, 92.8% of students progressed into positive destinations, increasing to 93.7% in 2025. Higher Education continues to be a key progression route, with 42.1% of learners progressing to university over the last three years, rising to 44.5% in 2025. Progression into apprenticeships and employment also remains strong, reflecting both student aspirations and local workforce needs. Over the last three years, 11.1% of students progressed into apprenticeships and 30.3% into paid employment. In 2025, 11.4% progressed into apprenticeships and a further 11.4% secured paid employment.

The College is also committed to raising aspirations and improving access to highly selective universities. Through the Aspirational Pathways Programme, targeted university outreach, employer partnerships and enrichment activities, progression to Russell Group universities has increased significantly, rising from 5 students to 7 students, and reaching 17 students in 2025. This reflects the College's focus on challenging barriers to progression, broadening horizons and supporting ambitious next steps for learners from all backgrounds.

Through an inclusive curriculum, high-quality careers education, targeted support and strong partnerships with universities and employers, Wilberforce Sixth Form College continues to raise aspirations, reduce disadvantage and support positive progression outcomes for young people across Hull and the East Riding of Yorkshire.



6.ACCOUNTABILITY APPROACH

CONSIDERING HULL, EAST RIDING AND LSIP

All essential updates to the curriculum – including intent, implementation and impact – is developed and designed with local, regional and national information for the effectiveness of meeting the future skills needs and challenges across all sectors.

Reviewing curriculum and content using labour market information, predicted change data and automation enhancements is essential to ensure Wilberforce curriculum supports young people (employees of the future workforce).

- ◇ Hull City Council: The council's goal is to become a Child Friendly City by valuing lifelong learning and ensuring equal access to quality jobs. They utilise strategies like the [Hull's Children and Young People's Plan 2025 to 2030](#) available via the HULL SEND Local Offer to integrate education, health, and social care, as well as the Hull SEND Sufficiency Strategy to provide accessible, locality-based inclusive education [Hull LAP SEND Strategic Plan](#).
- ◇ East Riding of Yorkshire Council: Supported by their **Children and Families Partnership Strategy**, [Five-year strategy to support children and families launches in East Riding - News story](#) the area aims to give every child the best start in life. The council is focused on keeping children safe, expanding Alternative Provision, and implementing their local SEND Reform Plan to reduce waiting times for specialist support.
- ◇ Regional Collaboration: Through the devolution process, the combined authority uses the **Hull and East Yorkshire MCA Skills Framework** to align education outcomes with employment progression and local business investment using [Skills board – Hull and East Yorkshire Combined Authority](#).
- ◇ Wilberforce college engages in local LSIP meetings and are represented at the Local Skills Improvement Planning workshops and meetings to help shape the collective plan for the area. The focus on partnerships and collaboration underpins the work completed to ensure future success and access for all potential students.

Hull LMI information

[Places | Skills Hull and East Yorkshire](#)

It is reported that difficulties exist in the recruitment of a variety of roles, including social workers, care workers, engineers, construction professionals, refuse collectors, environmental officers, planning officers and lifeguards. With this in mind, Wilberforce continues to invest in Health and Social Care, Engineering, Sciences and Leisure/Business.

The number of reported teacher vacancies has risen from 1,600 in November 2021 to 2,300

in November 2022. The College offer upskilling for aspiring teachers regardless of their pathways, also the A Level and Certificate combinations support positive progression into future teaching qualifications. The College supports newly qualified teachers, those wishing to start their teaching career from industry with training alongside for those high skilled areas such as Engineering.

Source: BRES (2022), Home Office Statistics, School Workforce in England

7.INFORMED PLANNING

Future of jobs - core skills | Tableau Public

The impact of automation is challenging and changing the skills demands across organisations and jobs. We use this information to plan the curriculum by **reviewing our units and coverage – as well as projects – to ensure we adjust, update and expose students to the skills, knowledge and practice** that will be demanded from employees and employers in all sectors.

Informed planning moving forward will include the top core skills required, **including technological literacy, empathy and active listening, curiosity and lifelong learning, talent management, and customer service. Skills needs reflect the important role of technical proficiency, strong interpersonal abilities, emotional intelligence, and a commitment to continuous learning** demonstrating an expectation that workers must balance hard and soft skills to thrive in today's work environments.

Key curriculum questions start with:

- ◇ How much can we review in our teaching that can support developing the skills needed and rising needs?
- ◇ How can we review courses, introduce units and topics and opportunities to offer diverse skill development?
- ◇ How do we develop and adjust the assessments plans to support job tasks and skills?
- ◇ How do we teach and expose students to the technology and automation expected in industries in their futures and support teachers to upskill in these areas?

In conclusion, Wilberforce plans to move forward by implementing curriculum updates, informed by research, projections and skills needs. Enngagement in stakeholder planning, monitoring progress, and adjusting strategies based on demands, government steers and local area needs is a strength.

PART B - CONTRIBUTION PLAN

8. Local Priorities Focus – LSIP THEMES

Theme 1: Technical Skills

- Embed Digital and Net Zero Competencies
 - Integrate defined digital and sustainability learning outcomes across curricula.
 - Co-design curricula with employers ensuring reflection of green and technological standards.
 - Increase learner participation in digitally and environmentally focused provision.
 - Working with employers to change behaviours to support development of digital and net zero/sustainability competencies.

Theme 2: Preparation for Working Life

- Deliver High-Quality Careers Guidance
 - Guarantee meaningful annual guidance interactions.
 - Align advice to LMI and sector growth.
 - Achieve recognised careers quality standards.
 - Ensure careers activities incorporate parent/influencer engagement.

Theme 3: Educational Workforce

- Strengthen Educator Capability
 - Annual CPD in digital innovation and low-carbon technologies.
 - Industry secondments, industry days and employer-led training.
 - Establish a centralised hub to support CPD.
 - Build confidence in delivering evolving technical content.
 - Improve retention in priority technical disciplines.

Theme 4: Knowledge Point

- Simplify Employer Access
 - Further develop the centralised employer-facing portal/navigation framework (www.heylsip.com).
 - Clear signposting of funding and training options.
 - Increase employer engagement in funded programmes.
- Strengthen Intelligence and Data Sharing
 - Regular intelligence sharing publications.
 - Shared intelligence mechanisms.
 - Increase stakeholder satisfaction.
 - Develop a series of webinars responding to employer feedback.
- Build Awareness of Digital and Net Zero Impacts
 - Sector-specific briefings and guidance.
 - Webinars and employer engagement events.
 - Improve employer understanding of workforce implications.
 - Increase uptake of digital/Net Zero training.

- Reduce System Fragmentation
 - Continue cross-partner and pan-sector forums.
 - Mapping and rationalisation of overlapping initiatives.
 - Increase jointly delivered programmes, with simplified approval processes to reduce red tape.
 - Improve perception of system coordination.
 - Myth-busting.

9.KEY DOCUMENTS

SKILLS (LOCAL)

- **Local Skills Improvement Plan (LSIP) (Local)**
[Hull and Humber Chamber of Commerce \(hull-humber-chamber.co.uk\)](https://hull-humber-chamber.co.uk)
- **HEY LSIP 2025 Annual Progress Report (Local)**
[HEY LSIP Annual Progress Review 2025 87ee64c2-1725-4acf-afe3-a941cd5cec1d.pdf](https://www.hey.co.uk/lsip/annual-progress-review-2025/87ee64c2-1725-4acf-afe3-a941cd5cec1d.pdf)
- **HEY LEP Combined Authority Skills Board Priorities (Local)**
[Skills board – Hull and East Yorkshire Combined Authority](#)
- **HEY Local Skills Report (Local)**
[Hull & East Yorkshire Local Skills Report](#)
- **Hull City Council Education, Learning and Skills Statements (Local)**
[Education, learning and skills statement | Hull](#)
- **Local, Not in Education Employment or Training (NEET) Report (Local)**
[Education, learning, and skills statement | Hull](#)

SKILLS (National)

- **Skills England** <https://www.gov.uk/government/organisations/skills-england>
- **Unit for Future Skills** <https://www.gov.uk/government/organisations/unit-for-future-skills>
- **Department for Education Statistics** <https://explore-education-statistics.service.gov.uk/>
- **Employer Skills Survey** <https://www.gov.uk/government/collections/employer-skills-survey>
- **LMI for All** <https://www.lmiforall.org.uk/>

Future Skills (National)

- **World Economic Forum – Future of Jobs Report 2025**
<https://www.weforum.org/publications/the-future-of-jobs-report-2025/>
[weforum.org], [epale.ec.europa.eu]
- **OECD Skills Outlook** <https://www.oecd.org/skills/>
- **Nesta – Future of Skills** <https://www.nesta.org.uk/project-updates/future-skills/>
- **ONS – Occupations at Risk of Automation** [Which occupations are at highest risk of being automated? - Office for National Statistics](#)

The Office for National Statistics data analysis highlights that the Automation in Kingston Upon Hull, using 2011 to 2017 data will be 45.9%. Using data linked to specific industry, curriculum development and delivery can be updated and adapted to ensure skills are developed and access to enhancements are exposed through partnerships to prepare the students of the future carers with automation and artificial advancement.

10.STAKEHOLDERS AND 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.

Civic Partners	Employers	Education	Community
- Hull Chamber of Commerce – LSIP Team - HEY LEP - Hull and East Riding Local Authorities - Employment, Participation and Skills Hull - Transition Team - Supported Internship Team - Workforce Development Team 11-19 standards and Partnerships - WiME	- CHCP - Humber Teaching NHS - Screen Yorkshire - Ministry of Defence Recruitment - UK STEM Director - Future Ferens - The Loft Beauty - Hull City Football Club - Integrated Care Boards (ICBs) - FR Scott LTD - Hull Kingston Rovers - North Ferriby FC - Clinical Psychologist Adviser - Humberside Police Service - Cranswick Country Foods - Arcmaster - P&O Ferries - Arco - Airco - FR Scott - Humber Fire & Rescue	- Sixth Form groups - NORVIC - Hull Principals - Hull Secondary Heads - University of Hull - University of Law- Leeds - University of Sunderland - University of Lincoln - University of York - DFN Project Search - Education and Training Foundation - Education Endowment Foundation - NAPA - HETA - Holderness Academy - Aura – University of Hull	- Yorkshire MESMAC - Refresh & Compass (HCC) - ReNew - CAMHS - Hull and East Yorkshire MIND - Yipiyap - Hull Magistrates - Humber Street Sesh - Child Dynamix - Enginuity



UNIVERSITY
of HULL



WILBERFORCE COLLEGE

11.CONTRIBUTION PLAN

Focus Area	Focus
Technical Skills	1) Deliver a demand-led, employer-informed curriculum aligned to growth sectors (engineering, health, digital, energy, construction, logistics). 2) Strengthen technical and vocational pipelines at all levels, including V levels and T Levels. 3) Embed advanced digital, AI, data and cybersecurity capability across all subject areas (not just specialist courses). 4) Support qualification development to integrate Net Zero and sustainability skills into all relevant programmes (not as standalone content). 5) Reduce NEET and participation gaps through: - Flexible programmes - Inclusive pathways - Targeted support for disadvantaged learners 6) Improve access to growth sectors and higher-level study (Level 4+)
Preparation for Working Life	1) Ensure all programmes explicitly develop: - o Communication, teamwork, problem-solving, adaptability and resilience - o Digital literacy and data use - o Financial literacy and independence 2) Guarantee meaningful employer encounters and work experience for all learners 3) Reduce barriers by strengthening English and maths progression, inclusion and accessibility 4) Invest and develop AI strategies and work with AI skill awareness for all 5) Drive leadership, project management and change management skills within curriculum 6) Embed opportunities for team leadership, enterprise and decision-making 7) Strengthen middle management and professional skill development routes 8) Invest in support and Inclusion strategies to support all students' outcomes and progress.
Educational Workforce	1) To plan, develop, promote and upsell the new qualifications in teaching, supporting career aspirations and choices for teaching 2) Invest in resources to offer digitally enriched TLA, increasing skill development of educational professionals and those in training 3) Invest in CPD for AI for all, supporting workload and curriculum TLA support 4) Embed projects in academic programmes to support teaching in schools 5) Support aspiring teachers through IAG and Upskilling skills training. 6) To develop wellbeing incentives and structures to support teachers balance and retention.
Knowledge Point	1) Provide clear, accessible curriculum and progression maps for learners, parents and employers 2) Continued use of labour market intelligence (LMI) to inform:

Focus Area	Focus
	- Curriculum planning - Careers education - Employer engagement 3) Act as a connector between: - Employers - Training providers - HE and apprenticeship routes 4) Support employer understanding of: - Technical pathways - T Levels - Work experience and live project models 5) Align College communications and stakeholder engagement to the HEY LSIP Knowledge Hub once shared processes in place.

12.CORPORATION STATEMENT

The Corporation regularly reviews how Wilberforce Sixth Form College is meeting local, regional and national skills needs. In response to the Skills and Post-16 Education Act (2022), the Corporation conducted a review to determine how well the College meets local skills needs and prepares for emerging skills needs as identified within the Accountability Statement.

Further to the review, the Corporation is satisfied that the College continues to be effective in addressing local skills needs through its broad and responsive curriculum, which includes Academic, Technical, Vocational programmes, student enrichment and experiential learning opportunities. The College actively engages and collaborates with local partners, employers and stakeholder groups, and the curriculum offer is responsive to local and national skills priorities and emerging skills needs.

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

In April 2024, the College was assessed as making a 'reasonable' contribution to meeting skills needs during the full Ofsted Inspection. The inspection highlighted the positive working relationships with stakeholders, including employers and the local authority. It added that the College has "a thorough understanding of the need to upskill the workforce in developing industries, such as vehicle electrification and artificial intelligence in agriculture".

The Corporation is 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. The Accountability Statement is published on our main website, **www.wilberforce.ac.uk**.

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 08 July 2026.

Acting Chair of Governors:
Trevor Wray
28/07/2026

