



WILBERFORCE
sixth form college



ANNUAL

**ACCOUNTABILITY
STATEMENT**

**2023-
2024**

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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 Humber region.

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, 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.

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

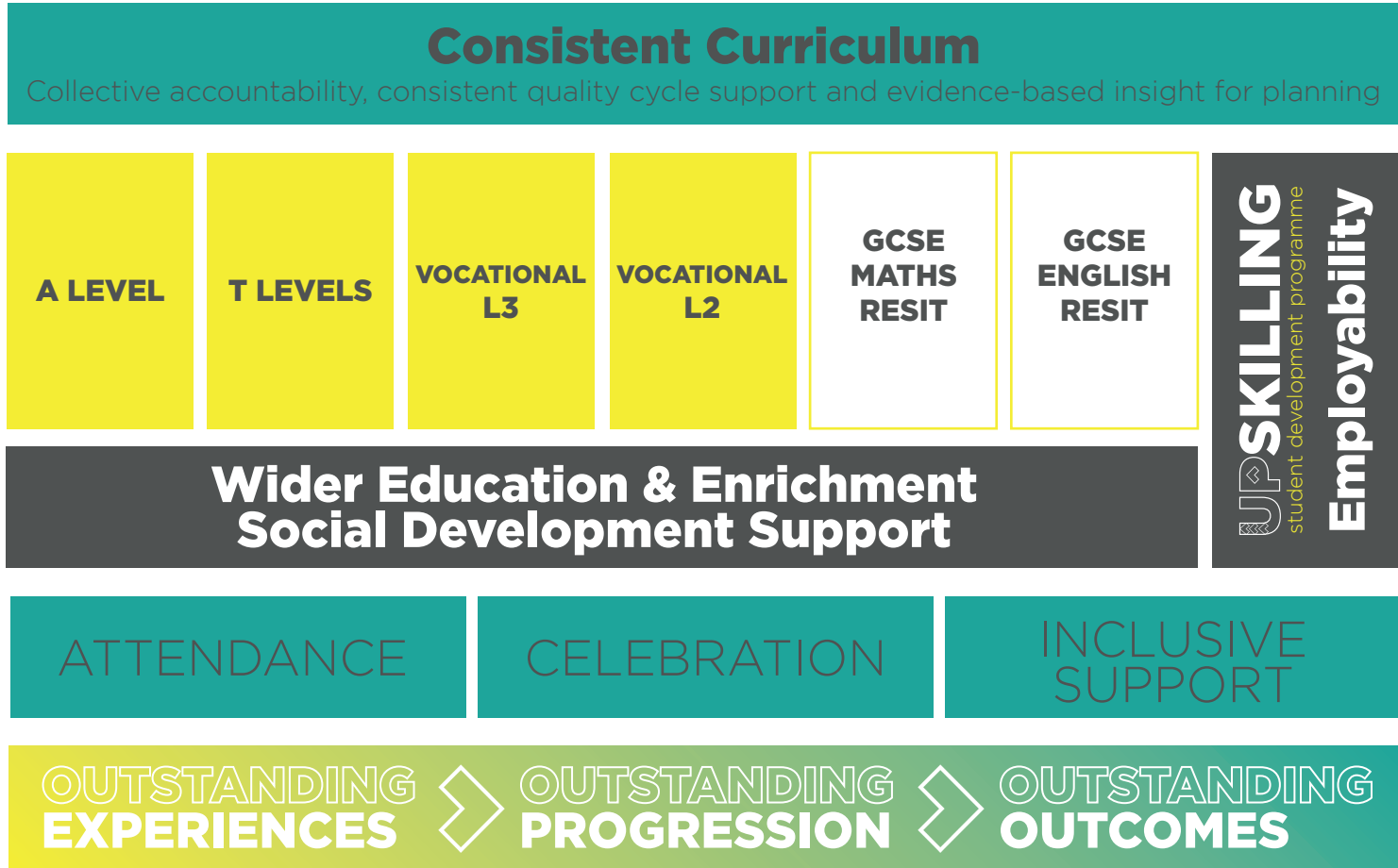
1. A fully ambitious, challenging curriculum that provides students with first rate qualifications.
2. Aspirational and stimulating teaching and learning that engages all students at all levels.
3. Stretch and challenge of all groups of students to ensure that all reach their potential, and there are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



3.0 CURRICULUM

PURPOSE

CURRICULUM FOCUS



THE COLLEGE TEAM



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

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.

Creative Arts

SSA	%
09: Arts, Media and Publishing	50.6%
12: Languages, Literature and Culture	33.4%
14: Preparation for Life and Work	16%

The Creative Arts faculty has an industrycentred curriculum, providing students the opportunity to work independently to equip them with the employment skills to be able to work in local and national businesses. The curriculum planning drives critical and analytical skills to equip students for careers and further study, whilst promoting creativity and individuality.

The Creative Arts provision is coherent and purposeful and unifies a range of courses that fit under the broad 'Creative Arts' banner, including Visual Arts, Media and Film, English, Music and Performing Arts. The faculty offers a range of Level 3 courses (54%) both at A Level (53%) and vocational (47%), as well as Level 2 vocational (4%) which provides progression pathways to Level 3.





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 the future workforce and LSIP focus on Technical Skills and developing employability Behaviours.

SSA	%
01: Health, Public Services and Care	18%
04: Engineering and Manufacturing Technologies	35.5%
06: Information and Communication Technology	26.8%
08: Leisure, Travel and Tourism	14%
09: Arts, Media and Publishing	5.7%



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 A Levels (50%) and vocational (50%), covering History, Sociology, Law, Psychology, Criminology and MFL.

Students will develop a huge variety of transferable skills for many career paths, including research, evaluation, analytical and communication skills. Students are often from first generation further education and higher education, therefore the faculty's intent in its curriculum design is to overcome barriers through the strong links with personal development opportunities, including local universities, for example the University of Hull, University of Leeds and University of Lincoln.

SSA	%
02: Science and Maths	37%
10: History, Philosophy and Theology	5%
11: Social Sciences	23%
12: Languages, Literature and Culture	2%
14: Preparation for Life and Work	13%
15: Business, Administration and Law	20%



Maths & Business

The Maths and Business faculty cuts across all provisions to support employability and behaviours for future workforces, as well as long term accessibility for learning. The future development of business and enterprise through T Level curriculum and mathematics beyond 16, meets the needs in the local area to improve higher level professional skills.

The faculty encompasses a range of qualifications at Level 2 and Level 3 which includes A Levels (60%) and Level 3 vocational courses (40%). Subjects include Economics, Maths and Business, with developments aimed at addressing skills needs across all sectors.

The GCSE Maths re-sit provision supports 23% of the College's students. The intent is to build confidence and skills to close the maths skills gap to support accessibility to future higher education, apprenticeship and Level 3 plus qualifications.

SSA	%
02: Science and Maths	53%
08: Leisure, Travel and Tourism	4%
11: Social Sciences	2%
14: Preparation for Life and Work	28%
15: Business, Administration and Law	13%

Break-even Chart – Ste



Science & Health

The Science and Health faculty supports a diverse course offer and skills focused curriculum design. It includes support for students to access health technologies to address the upskilling demands of the health and care sector, which is one of the fastest growing sectors.

The faculty offers a wide range of qualifications at both Level 2 (32%) and Level 3 (68%), including A Levels (32%) and Level 3 vocational courses (68%), including the T level. The Faculty leads the way in Science and Geography, with increasing focus on renewable education and green technologies to support employment of the future.



SSA	%
01: Health, Public Services and Care	37%
02: Science and Maths	36%
07: Retail and Commercial Enterprise	23%
11: Social Sciences	4%

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 53% female and 47% male. Students study at Level 2 (19%), Level 3 (80%) and Project Search (1%). Wilberforce's broad and balanced curriculum sees Level 3 students access three pathway types: 17% study A Levels only, 49% Advanced General Vocational courses and 14% study a combination of A Level and vocational. Overall, 82% of all students (Levels 2-3) undertake at least one vocational qualification. In addition to a student's main programme of study, 32.5% of students study GCSE in Maths or/and English and 4.6% a functional skill in English.

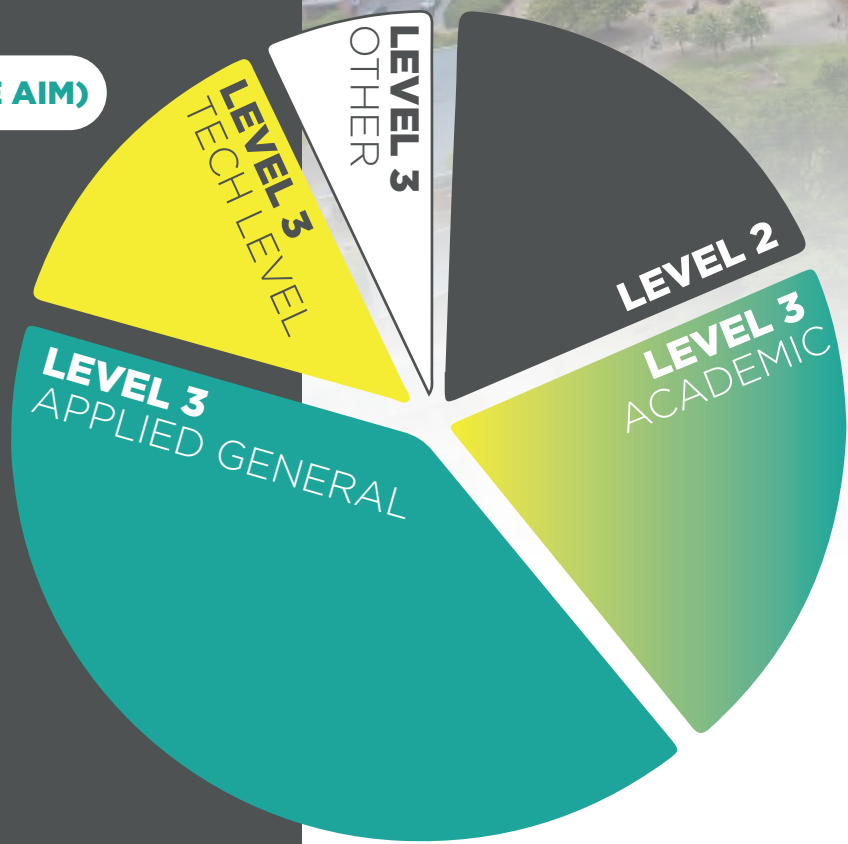
PROFILE OF 16-19 LEARNERS (CORE AIM)



Sixth Form Colleges



YH Sixth Form Colleges

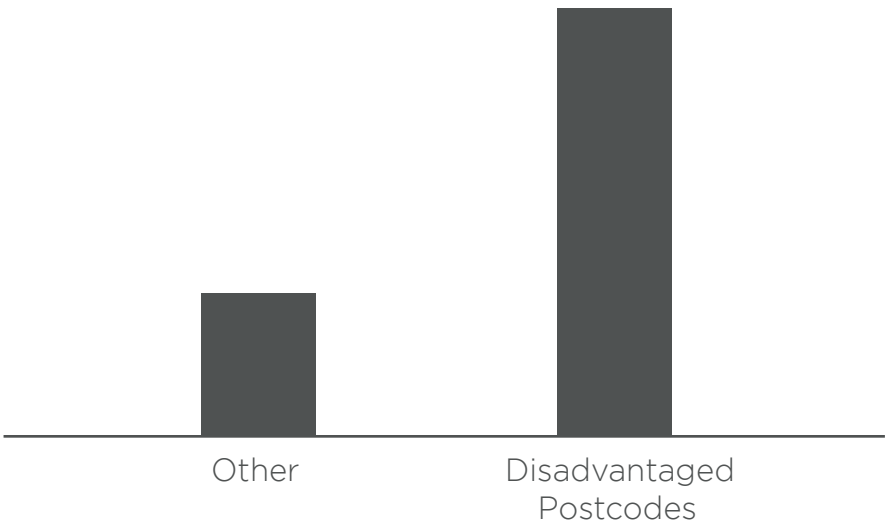


Wilberforce College Curriculum Types
The College provides a diverse curriculum for students, whether it is a stepping stone to Level 3, to gain academic excellence through a traditional, yet diverse range of A Levels or, more increasingly, to expand career knowledge and skills through Level 3 Applied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

 **WILBERFORCE**
sixth form college

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

The College recruits heavily from postcodes designated as economically-deprived in terms of household income.



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 that has a high level of qualification assessment, the direction of travel has shifted with speed, seeing destinations into apprenticeships and employment increase over 20% 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.

THE UNIVERSITY OF BULL

PART B

5.0 CONTRIBUTION PLAN

NATIONAL AND LOCAL PRIORITIES FOCUS





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:
 - a) Employability and behaviours
 - b) Careers guidance
 - c) Accessibility

Hull and Humber Chamber of Commerce (hull-humber-chamber.co.uk)

2. **HEY LEP areas of skills development relevant for 16-19 education provider**
 - a) Driving higher level skills
 - b) Maximising progression to higher education (Level 4+)
 - c) Embedding digital skills
 - d) Delivering a green recovery through skills development
 - e) Retaining and attracting young people
 - f) Supporting labour market participation
 - g) Greater economic inclusion

Hull & East Yorkshire Local Skills Report (heylep.com)
FINAL-HEY-LEP-Economic-Growth-Workforce-Wellbeing-Strategy-2021-2026.pdf (heylep.com)

3. **Hull Local Authority Education & Skills**
 - a) Reducing NEETs in Hull Local Authority

Education learning skills statement 2021-2022 (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
T LEVEL	Health & Social Engineering Digital & Technology	Driving higher level skills	THEME 1 Technical skills development	1.1 2.1 2.2 3.3	Increase T Level provision from Health and Engi- neering to include key areas such as Digital, Media and Business to support technical routes to em- ployment, seeing an increase in uptake from 4.5% to 20% in September 2024. Continue to increase the Health and STEM progression routes into HE.
<div>CURRENT</div> <div>Technical skills development - Transitioning Course Offer</div> <div>Wilberforce College delivers 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. Currently running at Level 3, Wilberforce supports 21% A Level, 17% Mixed Certificate and A Level and 68% vocational of which 4.5% is classed as Technical – T Level curriculum.</div>					
EXCELLENCE PATHWAYS	Health & Social Engineering Digital & Technology	Driving higher level skills Maximising level 4+ progression	THEME 1 Cross Cutting technical skills	2.1 3.1	<div>To provide access to specific, specialist pathway education under focus areas of need, listed below. Launching new areas in September 2024, building student access to updated opportunities, employer projects, visits and specialised educational support regardless of curriculum study plans. These extra pathway signups will support the skills agendas for future study and employment.</div> <div>a) Academic Excellence Pathway b) Health Excellence Pathway c) STEM Excellence Pathway, inc. Digital and Net Zero d) Sports Excellence Pathway e) Creative Excellence Pathway</div>
<div>CURRENT</div> <div>Excellence Pathways</div> <div>A very successful excellence pathway including medics has supported opportunities, exposure, projects, visits and pro- gression to Russell Group universities for those interested and striving for excellence in specific career pathways. In 2024, this will expand with pathway opportunities available increasing, with key employer links as partners for academic and skill development to open the destination excellence broader than key universities.</div>					
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 in each lesson and topics through curriculum planning documentation updates for September 2023, with particular focus on green living and employment, exposing all students to terminology and language and what it means within their industries of study. Supporting long-term interest in future studies and engage- ment trends as well as student voice awareness and success linked to net zero action plans. Uptake on short courses for all and university activities per faculty relating to Green economy.

FOCUS AREA	NATIONAL SKILLS PRIORITY LINK	HEY LEP	LSIP THEME	LINK TO STRATEGIC OBJECTIVE (PAGE 6)	SMART TARGET
THEME 1 TECHNICAL SKILLS	CURRENT <p>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 will continue; however, a next step is to drive green economy awareness that is required in all curriculum areas.</p>				
	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	Increase access to work placements for vocational students, securing meaningful and high-quality T Level placements in year 2. Invest in careers education linked around renewables and green careers for all as part of the IAG programme.
THEME 2 EDUCATIONAL PROFESSIONALS	CURRENT <p>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. In lessons, new topics and units are linked to career progression and skills development with employer guest speakers and visits. 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.</p> <p>The College has achieved the Quality in Careers Standard (QICS) and provides an extensive range of IAG opportunities throughout the curriculum, tutorial and wider college support. The tutorial programme covers progression routes, UCAS applications, CV writing, personal statement writing as well as information around business finance, apprenticeships, and money management. Complementing and advancing careers advice is the experiences students gain in employment, therefore this is a key focus to support students' exposure.</p>				
	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.
THEME 3 EMPLOYABILITY & BEHAVIOURS	CURRENT <p>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.</p> <p>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. All students and staff utilise Teams as a teaching, learning and communication tool to support progression planning and extend learning beyond the classroom.</p>				
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
SKILLS DELIVERY	-	-	THEME 3 Employability and behaviours	2.2 2.3	To continue to drive positive retention and attendance, through interventions, support and engaging TLA. Improving retention and reducing COVID impact by 10% in 2024.

CURRENT

Wider Skills – Learning / Social Mobility

The College delivers an extensive Personal, Social, Health and Economic (PSHE) programme through weekly group tutorials, takeover events, curriculum linked development goals and timetabled upskilling activities. Students cover key topics and themes such as introduction to support services, safeguarding, fundamental British Values, prevent, sexual harassment and sexual violence, staying safe online, consent, relationships, and gender equality. A large part of the programme delivery also focuses on the preparations for students' next steps, using individual learner plans to drive students' ownership and reflection of their own career goals and targets. At the end of the first year all students participated in the 'Your Way Ahead' programme which focusses on progression routes, university trips, information around apprenticeships, CV development and personal statement writing.

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 6th July 2023.

Colin Peaks

Principal Colin Peaks

Patricia Mould

Chair of Governors Patricia Mould

Ofsted Link:

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





WILBERFORCE
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WILBERFORCE YOUR SUCCESS

