

ANNUAL ACCOUNTABILITY STATEMENT



2026

Annual Accountability Statement 2026 – Wyke Sixth Form College

1. Purpose:

Wyke 6th Form College is an exceptional provider of education for 16-19-year-olds from Hull and the wider region who aspire to progress into professional occupations. The College aims to inspire students from all backgrounds to make more progress than they thought themselves capable of in an inclusive environment of supported independence. Our students develop the character, skills, and knowledge to go on and make a positive contribution to society.

Mission: To inspire and support all students to achieve exceptional success.

Vision: To be the best sixth form provider in the country; a cornerstone of educational excellence in Hull and the Humber region.

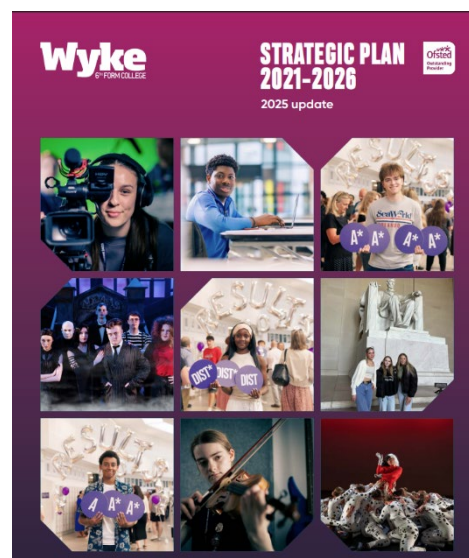
Values: Pride - Academic excellence - Thriving in a caring community - Ready for the world.

Strategic Plan 2021-26

Our strategic plan (updated in 2025) sets out the direction until 2026 through a series of strategic priorities and potential opportunities.

Strategic Priorities:

1. The Wyke Experience
2. The best quality outcomes for students; driven by teaching, learning and pastoral excellence
3. The people to make this happen
4. Healthy and safe
5. Resourced Sustainably
6. Effective systems and processes
7. Relationships that make a difference.



Strategic Opportunities:

1. Grow the number of 16–19-year-old students we can serve
2. Deliver on the Digital Transformation to include a full understanding of AI and its benefits

Since the Strategic Plan was written, the Skills Act has been passed, placing a statutory duty upon us to ensure our curriculum contributes towards meeting local, regional and national skills needs. This has now been further developed through the Skills England report, industrial strategy and plan for change. As a Sixth Form College with a core focus on Level 3 Academic Pathways this contribution is different to that of a General Further Education college.

We have been reviewing our strategic options and, as a result, have submitted an application to form a new multi academy trust to serve East Riding, Hull and North Lincolnshire. If this comes to pass, we will seek to continue to play our role working as a system partner to meet local skills needs.

2. Context and place

Demography

We are a single site Sixth Form College, located on the western edge of the City of Hull that has c. 2,500 16-19-year-old students and c. 220 staff. Students come from over 44 different schools and colleges with 51% of students coming from the City of Hull, 42% from the East Riding and 7% from North Lincolnshire.

Over 20% of our students are drawn from the lowest decile of the Deprivation Index (IDACI). Over 50% of our students are from <Polar 2 postcode areas, these are the areas that have the fewest number of people with a degree.



Our student population is predominantly White British, although we do recruit a diverse range of students from minority backgrounds (20%). The percentage of students from ethnic minority groups at Wyke is higher than that of the local population - Hull (10%), Yorkshire and the Humber (14%).

There are challenges related to students' prior attainment. Within the City of Hull, only 77.8% of the population achieve full level 2 qualifications by age 19 (national = 83.4% 2024) and only 42.1% achieve full level 3 by age 19 (national = 57.6% 2024). In 2024 the city was ranked 139 out of 152 local authorities, Quartile D for Attainment 8 outcomes at Key Stage 4. We offer c. 50 subject courses at A Level and level 3 vocational, Maths and English GCSE and a diverse range of pre-professional and enrichment courses

We have a small number of students with an EHCP (14 in 22/23, 22 in 23/24, 26 in 24/25). Approximately 25% of students have self-declared a health or learning need, although this varies significantly in level of need. The Additional Learning Support department offer support to the above students adopting a needs led approach.

Curriculum, performance and income

The majority of students at Wyke take a mainly academic suite of courses. 60% of students study A level courses, with 20% taking a mixed programmes combining A level and Vocational qualifications, these are typically taken by students with less strong prior attainment. 20% take purely vocational course, equivalent to three A levels, including T levels.

Performance outcomes are strong; Wyke is in the top 20% of institutions for both exam results and progress measures.

Around 80% of students regularly go on to University within one year of leaving Wyke.

Over 50% of the students who apply to university are the 1st generation in their family to attend.

Overall, annual college income from all sources excluding capital grant is c. £15 million.

LSIP areas and skills priorities identified

93% of Wyke students are drawn from the Hull and East Yorkshire (HEY). The Hull and Humber Chamber of Commerce is the Employer Representative Body for the area. The remaining 7% of Wyke students come from North Lincolnshire or out of area.

[HEY LSIP 2.0 — Hull & East Yorkshire Local Skills Improvement Plan](#)

Key themes:

- Technical skills
 - Technical and vocational excellence
 - Advanced Digital Capability
 - Net Zero & Sustainability Capabilities
- Preparation for Working Life
 - Communication, teamwork, problem solving, adaptability, resilience and professional behaviours
 - Careers education, information, advice and guidance
 - Financial literacy
- Educational workforce
 - Up-to-date industry knowledge, technical expertise, strong employer links
 - Early years practitioners
- Knowledge Point
 - Single, centralised hub that brings together clear and accessible information on skills provision, training opportunities and wider business support.

Growth Driving Sectors	Growth Potential Sectors	Growth enabling sectors
• Ports and Logistics • Energy • Manufacturing • Agri-food and agri-tech	• Digital and technologies • Professional and business services • Financial services • Creative industries • Construction • Culture and Visitor economy	• Health and Social Care • Education and skills provision • Retail and wholesale • Public administration and public services • Utilities and other local services • Transport outside ports and other maritime logistics • Real estate

HEYCA Local Growth Plan

The Hull and East Yorkshire Mayoral Combined Authority has developed the [Local Growth Plan](#) for the area:

Four Big Plays to drive up economic prosperity

We have set a clear direction for Hull and East Yorkshire through our Gameplan, with Mayoral priorities focused on long-term prosperity. This Local Growth Plan builds upon that direction by making four Big Plays for growth over the next decade. These Big Plays provide a shared frame for partners, investors and local people and businesses to deliver real impact across Hull and East Yorkshire.

1. Powering our industrial future



We will strengthen the investability and productivity of our industrial economy, including energy, manufacturing, ports and logistics, and agri-food and technology.

This will bring more high value investment to Hull and East Yorkshire, strengthen and expand local supply chains, and create more good jobs with clearer progression routes.

2. Backing local business



We will improve business performance across the whole economy, with practical support for start-ups, survival, scaling, adoption of new tools and methods, and access to finance.

This will create a stronger base of resilient local firms, improved productivity in the everyday economy, and more local businesses able to win work in major supply chains.

3. Building skills and good work



We will focus on raising participation, improving progression, and strengthening job quality, including practical action on health and other barriers to work.

This will mean more residents are able to access opportunity, creating a wider and more capable workforce for local employers, and improved living standards through better work and progression.

4. Connecting and enabling growth



We will improve transport connectivity and reliability, and secure investment in flood defences, housing and the infrastructure and commercial space needed to grow.

This will enable better access to jobs and services, attract and retain graduates and skilled workers, and increase confidence for investment.

[Greater Lincolnshire LSIP](#)

1. FORWARD: Growth Sector Technical Skills

Focus on strengthening Defence, Energy, Agri-tech/agri-food and Advanced Manufacturing sectors across Levels 2-7

2. FOUNDATIONS: Supporting Sector Technical Skills

Increase the local supply of skills in three locally critical Foundation Sectors – namely Adult Social Care, the Visitor Economy and Construction between Levels 2 and Levels 7.

3. INNOVATE: Data, Digital and AI Awareness

Deliver local short/flexible training for Further Education students and adults to plug widening skills gaps in data, digital and AI capabilities in line with technological progressions.

4. INSPIRE: Employability & Essential Skills

Gaps in employability and essential skills across the workforce must be addressed, with particular (but not exclusive) focus on Further and Higher Education students ahead of their entries into the local labour market and other under 25s.

5. EMPOWER: People Management Skills

There is a workforce-wide need for people/team management and succession planning via short training to fill gaps in capabilities, especially in SMEs and family-run firms.

6. ACCESS: Navigation and Delivery of Training

There is a need to make access to training simpler for local employers and learners to underpin stronger take-up of local provision.

National Skills Priorities 2026 to 2027

[Accountability statements and the Local Needs Duty: 2026 to 2027](#)

These national skills priorities take into account the Skills Needs Analysis, Industrial Strategy Priorities and Plan for Change and are areas with high volumes of vacancies which are expected to increase; long-term structural barriers to recruitment, retention and progression issues; and are important in providing opportunities for employment in key growth areas such as green jobs and net zero, creative industries and science and technology (including AI and quantum computing).

These sectors are:

- advanced manufacturing
- creative industries
- defence
- digital and technologies
- financial services
- life sciences
- professional and business services
- clean energy industries
- construction
- health

3. Approach to developing the annual accountability statement

The now formed Hull and East Yorkshire Mayoral Strategic Authority gives new powers to shape local skills provision, better meeting the needs of the local economy and local people. Increased funding proposals will provide much-needed focus on Labour Market Information (LMI) and skills gaps. The college sits on the new Mayoral Strategic Authority Skills Board so is at the heart of decision making about the planning to meet skills needs in future. The College has worked with the relevant Employer Representative Bodies (ERBs) responsible for coordinating Local Skills Improvement Plans (LSIPs)

including the Hull & Humber Chamber of Commerce and the Federation of Small Businesses. This activity has involved regional meetings and workshops with employers, colleges and training providers. The draft Accountability Statement was shared with staff and governors and subsequently revised in accordance with the feedback.

The College's strategy was developed in 2020-21 and is reviewed on an annual basis by the Corporation and the College Leadership Team.

Other educational institutions were consulted on LSIPs via regional Principals' meetings with draft Accountability Statements being shared to identify gaps in provision and areas of overlap. By the end of March, the ERBs had given an indication of the 'emerging skills priorities and themes' for each region to providers which were used to inform both the LSIPs and the Statements. The latest Labour Market Intelligence and the results of the employer skills survey were also made available at this time.

The College's Skills Strategy sets out how we engage with a wide range of stakeholders including civic partners, community partners, other educational organisations and employers. This engagement informs the actions that sit under the Skills Strategy strands.

The college is committed to leading on the sustainability agenda, both as a college and with our students. We have a thriving carbon literacy award programme and have achieved a 10% reduction in total carbon emissions.

4. Contribution to national, regional, local priorities

Since our first Accountability Statement and under our first period of the Local Skills Needs duty 2023-2026 we have achieved the following in relation to meeting national, regional and local priorities.

Headline achievements:

- 1,515 students progress directly to study or employment in national priority sectors over the last 3 years.
- Deep engagement in planning skills provision for the region through local and regional networks.
- Exceptional development of skills for all students at Wyke through innovative skills focused provision.

Internal to college (Skills Strategy):

1. Delivered our Careers in the Curriculum strategy
 - a. Strategy to ensure that all students receive consistent, substantial IAG and the opportunities to engage with next steps providers in each of their subjects and tutorial.
 - b. Linked to LSIP priorities related to employability and transferable skills
 - c. Reviewed through annual Careers in the Curriculum audits
 - d. 'I am aware of the career options available to me post Wyke' (94% agree Feb 26), and via curriculum through the questions 'I know the most common progression routes on my course' (92% agree Feb 26).
2. Vocational Programme Skills, Careers and Employability
 - a. Industry leads appointed for each area of the college with vocational delivery with the remit to engage and onboard key employers in order to deliver employer set projects, curriculum talks, work placements and industry exposure to our vocational students.

3. Next Steps/Destinations (IAG/Support/Tracking)

- a. A 2 day Careers Fair in the autumn term, with HE on the first day and employers on the second day. Stalls where students are invited to wander around to gather IAG and support from the onsite visitors, supplemented by a programme of talks each day by keynote speakers across a range of disciplines. Tracked student attendance has exceeded 1,000 for each of the last three years.
- b. Regular progress meetings with their pastoral tutor with intended destination as the major focus.
- c. High rates of careers team appointments (circa 900 per annum) with less than 4% 'unsure' of destination post-college as of April 2026.
- d. Next Steps Event for students and parents in the summer term see over 1000 attendees. 22 HE providers and 22 local employers ran stalls supplemented by a series of talks; including 'Progression to University' which focused on choosing the right university, application process and student finance, 'Alternative Pathways' talk which covered non-university routes available such as degree apprenticeships and drop in specialist support for Oxbridge, Medicine Dentistry and Veterinary and Performance pathways (Dance, Drama, PA, Music)

4. Enrichment

- a. Wyke's enrichment programme now spans over 50+ enrichment across the 3 x strands of Academic, Whole-college and clubs and societies, including student led activities.
- b. The 25-26 enrichment fair saw 1104 students attend to review the enrichment offer at the college, receive IAG on different options of the enrichment programme, and sign up to enrichments of interest.
- c. Swipe card system attendance at all enrichment. Initial headlines at the April 26 show 45,000hrs+ recorded.

5. Partner Engagement

- a. The colleges partner database continues to grow year on year. This partner network is across the cross section of the civic, community, education and employer networks, and categorises the links in relation to their levels of engagement and contribution to the college (Primary, Stable or Light Touch). Not only has there been a shift in employers up the contribution scale, but the volume of links has increased from 91 linked employers (Nov 2022) to 495 (April 2025) and 624 most recently in April 2026. The current stakeholder database numbers can be broken down into: Education 205/ Civic 30/ Community 38/ Employers 210/ Work placements 108/ Alumni 33.
- b. Key areas of increase have been felt by the STEM faculty, with Wyke students attending bespoke manufacturing tours of local companies, visiting key R&D sites to explore degree apprenticeship opportunities (e.g., Reckitts and BAE), and increasing numbers of attendees to the annual Women in Manufacturing and Engineering (WIME) event, encouraging women into manufacturing and engineering. We have also worked directly with Cranswick Finance to help them with their recruitment of finance apprenticeships, through this project we have had two students successfully gain coveted positions with Cranswick.
- c. 80-90 Employers and HE providers contributing to autumn Careers Fair.

In partnership:

6. Contribution to regional skills fund projects

- a. We played a key role in the delivery of the Hull and East Yorkshire (HEY) Strategic Development Fund 2 (SDF2) and Local Skills Improvement Fund (LSIF) projects. Outputs included the production and use of new resources, learners making use of new industry standard equipment, teaching staff undertaking Career and Professional Development (CPD) and employer engagement, amongst others.
- b. The projects have been successful in meeting its aims of building FE capacity to meet local skills needs, introducing digital innovation and new low carbon technologies and strengthening collaboration between FE, other providers and employers.
- c. Collaborative events for partners to showcased work done through the projects. The events involved partners presenting equipment purchased through the project (either physically or through images and videos) and highlighting new and/or upgraded areas of curriculum. The event also provided networking opportunities for partner staff, further supporting research and practice sharing within the partnership. Developing a more strategic approach to employer engagement

7. Use the LSIP to help shape curriculum planning

- a. Collective approach through The Humber Principals Group and the Hull Post 16 Group.
- b. City wide approach to development of our T level offer to minimise duplication

8. Co-ordinated Careers and Work Experience offer

- a. Leading partner in HEY LSIP Careers development group.
- b. Develop work of the Careers and Work Experience sub group of the Post 16 Group.

9. Joint approach to transition at all phases

- a. Clear minimum standards and best practice for transition at age 16 agreed across Hull and the East Riding: [Transition Support — How are you feeling?](#)
- b. Shared understanding of these standards.
- c. Clear mechanisms for delivery and audit of effectiveness.
- d. Led through the Hull Learning Partnership and Post 16 Education Partnership

External validation:

10. Positive feedback on meeting skills needs in Ofsted 2023

- a. Students follow an ambitious and challenging curriculum that equips them with the skills, knowledge and behaviours needed for their next step into higher education and prepares them for leadership roles in a wide range of professional careers. They develop very good employability and personal skills as part of their main study programmes.
- b. Leaders and managers liaise with a range of stakeholders to understand and respond to the skills needs in the area and to develop the skills that students need to progress positively on completion of their course.
- c. They work with relevant agencies, such as universities, to gather information that enables them to support their students with their next steps into employment or further study. Leaders and managers engage with relevant stakeholders, such as secondary schools in the area, to understand the backgrounds of the young people who come to their college and to help students to realise their long-term aspirations.
- d. The information that they gather from these stakeholders influences their curriculum offer. Across most curriculum areas, managers work with employers and other relevant

stakeholders such as the Probation Service in the design and implementation of the curriculum.

- e. They use these professionals with vocational expertise to support them well in the ongoing development of their programmes. Students benefit from the experience and expertise of employers, which supports them in achieving the skills required for their next steps into employment or further study.
- f. Leaders and managers are clear about how they contribute to meeting skills needs in the area. They frequently meet with leaders from other further education providers in the region to share best practice and ensure that the offer to young people in the local area is relevant.

11. Positive QICs / Gatsby

- a. We achieved the Quality in Careers Standard Award in June 2023. This audit framework assessed us against each of the Gatsby Benchmarks. 6/8 Benchmarks were graded as Fully Meets with 2/8 graded as Good Progress.
- b. Fully Meets areas include, A Stable Careers Programme, Learning from Labour Market Info, Addressing the Needs of Each Student, Linking Curriculum Learning to Careers, Encounters with Employers, Experiences of Workplaces.
- c. Good Progress Areas Include, Encounters with Further and Higher Education and Personal Guidance. Whilst there were many strengths identified in these areas the auditor still felt we could make further progress on
 - i. Encounters with FE – Most of our students progress to HE and Professional Occupations. The FE sector is not a progression route our students.
 - ii. Qualified Advisers – Due to staffing changes we did not have a level 6 qualified Careers Adviser at the College. This has been addressed and our Head of Skills and Careers is about to complete a Level 7 qualification.
- d. Identified by the Sixth Form College's Association as a good practice example, this has now been shared with the sector: [Case Studies of Best Practice Around The Country - Quality in Careers](#), [Wyke-Sixth-Form-College-SFC-case-study-02.2025.pdf](#)

2026-30 Skills Strategy Aims and 26/27 targets

No	Aim / Action	Components	Link to priorities	Impact Evidence Criteria	2627 Targets
1	Skills Strategy – Strand 1: Wyke Skills Framework Aim To explore updating our college skills framework to better align with national standards, and embed an ethos of skills back throughout the college	- Re-vamp the colleges skills framework to better align with updated industry needs on transferable skills - Ensure staff understand the LMI and local skills needs - Develop systems to reflect, evaluate and track skill development at an individual student level - Embed new skills framework throughout curriculum and Wyke Experience planning - Run whole college skills event yearly (Futures day) - Explore subject specific skills events (World skills, Skillsbuilder)	HEY - Preparation for working life - Educational workforce - Knowledge Point Greater Lincs. - INSPIRE: Employability & Essential Skills National - All sectors included	- New Wyke skills framework - Careers in the Curriculum audits - Student-level skills tracking - Schemes of learning - Wyke reporting - Student attendance at skills events (swipe card data)	- Research alternative skills frameworks (LSIP, Skillsbuilder, Skills Network, etc.) and analyse a best fit model for Wyke - In line with above framework options, explore systems to track skill development (internal and external options) - Run first Skills day June 2026 and evaluate to inform future years planning
2	Skills Strategy – Strand 2: Careers in the Curriculum Aim To ensure that all students receive consistent, substantial and specialist IAG and the opportunities to engage with next steps providers in each of their subjects and tutorial.	All staff contribute to the 6-point careers in the curriculum timeline: 1: Subject-specialist inductions to understand a range of post Wyke pathways (HE, Degree Apprenticeship, Apprenticeship & Employment) 2: Careers launch cross-college: 2 x day careers fair with HE and employers 3: Research- next steps focused whole college IAG in pastoral, alongside subject-specialist external speakers and trips 4: Application- dedicated support for UCAS, degree apprenticeships or employment applications 5: Pre-destination support- mock interview events 6: Destination- pastoral exit interview	HEY - Technical Skills - Preparation for working life - Knowledge Point Greater Lincs. - FORWARD: Growth Sector Technical Skills - FOUNDATIONS: Supporting Sector Technical Skills - INSPIRE: Employability & Essential Skills National All sectors included	- Learner voice - Student numbers on trips to HE and employers - Student and staff evaluation of trips - Student attendance at guest speakers - Careers in the Curriculum Audits - Curriculum and pastoral SOL - Destination data	- Increased work on internal resources and external links for degree apprenticeships - Roll out UCAS data sheet to improve quality of students HE applications - Improve the quality and challenge within mock interview events
3	Skills Strategy – Strand 3: The Wyke Experience Aim	Enrichment, Guest Speakers, Careers appointments, Trips, curriculum support, pastoral support	HEY - Technical Skills - Preparation for working life	- Wyke's enrichment programme - Student-led enrichment	Re-standardise the pre-programmes to ensure their models align with each other

	To ensure that all students engage in 45hrs+ of Wyke Experience each academic year relevant to meeting their next steps needs; tracked by suitable reporting systems to ensure all students have access to enriching activities that meet their skill development needs	• Key foci out of the 8 x Wyke Experience aims to be clearly identified and tracked in all Wyke Experience activities • Every student to have live data on their student profile of progress towards 45hr+ target, and to receive IAG in regular pastoral meetings on which Wyke Experience would be a 'best fit' for their skill development profile • Ensure a broad enrichment programme that meets the changing local skills needs and offers a breadth of skill development opportunities; with the student executive body and student-led enrichments as a key vehicle for achieving this • Expand the pre-professional programmes across the college to provide subject specialist IAG, skill development and links to a full range of progression providers (HE, Degree Apprenticeships, Apprenticeships, Employment) • Promote social impact projects by building volunteering opportunities at the college through 'Wyke Action' and engaging in fundraising and donation drives	• Knowledge Point Greater Lincs. • FORWARD: Growth Sector Technical Skills • FOUNDATIONS: Supporting Sector Technical Skills • INSPIRE: Employability & Essential Skills National All sectors included	• Enrichment fair attendance data • Enrichment initial sign up data • Wyke Experience dashboard reporting; incl. student attendance and sessions available • Student Wyke Experience profile on Ontrack • Pre-programme schemes of learning • Wyke Action scheme of learning • Social impact data from 'Good for me, Good for FE'	• Embed the Wyke Experience aims through enrichment and trips, and explore systems to make them trackable at student level • Upscale and formalise the structure of 'Wyke Action' and align our work with the 'Good for me, Good for FE' national campaign
4	Skills Strategy – Strand 4: Partner Engagement Aim To continually develop the links that we have with local and national civic, and community groups, education providers and Employers. Work in collaboration with these groups to contribute to the local and national skills needs	• Maintain and continually develop the colleges partner links (database) • Continually update the levels of support each of our partners can offer (Primary, Stable, Light Touch) • Explore creation of a formal partnership model connected to our range of pre-professional programmes; with principal partners and partners that work closely with subject specialists to develop our IAG focused subject-specialist enrichments	HEY • Technical Skills • Knowledge Point Greater Lincs. • FORWARD: Growth Sector Technical Skills • FOUNDATIONS: Supporting Sector Technical Skills • ACCESS: Navigation and Delivery of Training National	• Partner links employer database • Careers fair contributors • Next Steps event contributors • Guest speaker engagement • Formal partnership model connected to pre-programmes	• Work with focus groups of key employers to develop a finalised partnership model proforma for the pre-professional programmes • Develop an internal model and yearly plan for managing employer partnerships for the pre-professional programmes

			All sectors included		
5	Skills Strategy – Strand 5: Next Steps Aim To ensure that all students receive the IAG and support to allow them to progress into positive, professional destinations. Track and manage through a whole College reporting system that informs on destinations at key points throughout a student journey. Specialist targeted support for those who need it	• All students to regularly review next steps plans in pastoral 1 to 1 meetings, and capture in intended destinations • All staff to have access to and utilise Next Steps info (intended destinations, UCAS application and offers progress) to be able to provide holistic IAG support • Provide a careers team service with qualified staff • Targeted careers meetings with ‘at risk’ students using centralised data sets (NEET risks, low progress, retention concerns) • Parental engagement with the careers team • Actual destination capture (exit interview, UCAS data, alumni follow up) • Next steps IAG – All students • Next steps IAG and targeted support for specialist groups (Oxbridge, Flyers, Future First, Ready for the World) • Next steps IAG – subject specialist target groups (pre-professional programmes)	HEY • Technical Skills • Educational workforce • Knowledge Point Greater Lincs. • FORWARD: Growth Sector Technical Skills • FOUNDATIONS: Supporting Sector Technical Skills • ACCESS: Navigation and Delivery of Training National All sectors included	• Careers fair attendance data • Student progress logs • Careers team appointment data • Next steps event attendance data • UCAS data • Intended destination data; aiming for 2/3+ progressing to higher study • Destination data; aiming for 2/3+ progressing to higher study • Flyers, Oxbridge, Future First, Ready for the World programmes schemes of learning	• Continued professional development of the careers officers at Wyke; most notably to work towards being level 4 qualified • Work closely with the ‘Ready for the World’ enrichment group to ensure they have specialised support for students with high SEND needs; including parental engagement • Refine the Future First programme to ensure it captures the most vulnerable students to enrol to the specialised support programme
6	Curriculum offer Aim To ensure our curriculum offer continues to meet local and national skills priorities, and maintain quality of provision whilst transitioning to reformed qualifications	• Remain at the forefront of ongoing national vocational reforms; up to date knowledge, involvement in consultations, roll out to wider staff to facilitate strong curriculum decisions • Involvement in external working groups centred around curriculum reforms (Humber Principals, Norvic, Gatsby) • Detailed planning of curriculum (short, medium, long-term, STPS) which is mapped to local and national skills priorities • Explore bolstering curriculum offer with pertinent small enrichment qualifications which will likely relate to cross-cutting	HEY • Technical Skills • Educational workforce • Knowledge Point Greater Lincs. • FORWARD: Growth Sector Technical Skills • FOUNDATIONS: Supporting Sector Technical Skills • INNOVATE: Data, Digital and AI Awareness	• Completed STPS (strategic transition planning statement) • Strategic curriculum plan for Wyke throughout the vocational reform transitions • External networks • GCSE English and Maths results • Enrichment programme offer	• Continually keep up to date with ongoing vocational curriculum announcements, and complete long-term strategic planning for the colleges curriculum, with local skills needs in mind • Explore the ever growing enrichment qualification landscape, and consider implementation into future curriculum offer • Explore possible digital skills short course programmes (potentially via Hull University)

		skills (digital (?), finance, sustainability, oracy, critical thinking) Continued offer of Level 2 qualifications in English and Maths as an important progression tool	ACCESS: Navigation and Delivery of Training National All sectors included		
7	Continued increase in 16-19 population Aim: To ensure the college can accommodate the increased demand for 16-19 places until 2028/29 with the appropriate estate to meet their skill development requirements.	- Efficient enrolment and timetabling within the current estate - Take opportunities to develop increased space to accommodate increased student numbers - Review use of current estate to ensure appropriate fit to curriculum offer and skills needs. - Use any development of additional space to further enhance our skills development offer and appropriately accommodate new technical and vocational curriculum	HEY - Technical Skills Greater Lincs. - FORWARD: Growth Sector Technical Skills - FOUNDATIONS: Supporting Sector Technical Skills - INNOVATE: Data, Digital and AI Awareness National All sectors included	- Utilisation and class size - Successful capital project bids including Post 16 Capacity Fund and Condition Improvement Fund - Delivery of Estates Strategy Operational Plan - Increased student enrolments	- Apply for capital funding to support expansion of the current estate. - Remodel current estate to meet new curriculum requirements
8	Digital and AI Aim: To ensure all Wyke students are equipped with the range of digital skills, including in relation to Artificial Intelligence, that they require to contribute to the future economy.	- Provide appropriate and safe infrastructure for digital learning both on and off site - Ensure staff have the digital literacy to support student development - Deliver a universal offer that enables all students to access and use digital materials and tools, including AI, safely and securely. - Develop a range of digital literacy programmes that develop specific student digital skills.	HEY - Technical Skills Greater Lincs. - INNOVATE: Data, Digital and AI Awareness National - Digital and technologies - All sectors included	- Secure and stable digital infrastructure - Appropriately trained work force - Effective and appreciated universal digital skills offer (student survey) - Specific digital skills development courses launched (student uptake)	- All students complete digital and AI induction programme - High levels of student confidence in: using digital tools safely and understanding when AI use is acceptable. - All curriculum areas embed digital and AI skills including AI 'traffic light' guidance. - All non-examined assessment utilises AI detection processes
9	System engagement Aim:	Active contribution to, and leadership of, regional networks including the Humber Principals Group, The Hull Post 16 Group,	HEY - Educational workforce - Knowledge Point	Representatives, some in leadership positions, on all relevant groups.	Participation in LSIP forums

	To play our role as a cornerstone of educational excellence within the Hull and Humber region by playing a systems leadership role in relation to careers support, employer engagement and shared skill provision approaches	Hull and East Yorkshire Strategic Authority Groups, NorVIC, Careers leadership groups including Gatsby etc. Engagement at a both leadership and governance levels with other skills providers to ensure a coherent, consistent offer.	Greater Lincs. ACCESS: Navigation and Delivery of Training National All sectors included	- Clear focus of groups on relevant skills priority issues. - Clear engagement of groups with other relevant bodies including Employer Representative Bodies, Local and Strategic Authorities, national representative bodies etc.	- Representation on HEY Skills Board - Active participation in other network groups.
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5. Inclusive Mainstream Fund – Approx. £13k

We will use the Inclusive Mainstream Fund for three additional leadership roles within our Additional Learning Support team so we can address four clearly defined provision areas. This use of mainstream inclusion funding is proactive, investing in long-term resilience. Crucially, the model aligns with national SEND policy direction, which calls for inclusive mainstream experiences and no students “sidelined”. It ensures our college meets its statutory duties and continues to deliver outstanding support, so every student can achieve and thrive in our community. The model also helps us address the significant growth in support needs presented with 642 students with an identified LLDD code in 2025/26, up from 418 in 2021/22 and 385 requiring exam access arrangements in 2025/26.

Provision	Focus & Key Functions
1. EHCP & High Needs	Statutory support for learners with EHCPs or high needs – ensures legal entitlements (specialist 1:1 support, in-class assistance) are met in full. Integrates “Ready for the World” (Preparation for Adulthood) enrichment to develop independence and life skills, meeting expected post-16 outcomes.
2. Exam Access & LLDD	Specialist exam arrangements (EAA) and targeted Learning Difficulty/Disability support. Manages assessments, evidence and JCQ compliance. Provides 1:1 interventions for identified SEND learners (including those with undiagnosed needs flagged by staff) to ensure required exam accommodations are in place.
3. Inclusive Study Support	Universal study skills support integrated into mainstream. Offers timetabled study sessions and open access group workshops, plus supervised designated study spaces (attendance monitored) for all students to build independent learning skills. Retains targeted 1:1 mentoring for those with persistent difficulties, ensuring early intervention and no learner “falls through the gaps”.
4. Learning Spaces	Managed inclusive learning environments (Library, CWS, Oak 3 study area). Maintains structured, supportive spaces for independent study throughout the college day. Staffed by ALS team members, ensuring broad accessibility and effective student usage of these resources.

6. Local Needs Duty

The review of meeting local needs was conducted by the Corporation Curriculum and Quality Committee through academic year 23-24. The review found that governance and leadership of the duty was strong with sufficient priority, through strategic planning, oversight and reporting. The curriculum is responsive to local labour market such as through increased provision of STEM, Health and Social Care and Creative Digital Media. The college’s Careers in the Curriculum initiative has been highly successful at supporting our students with enhanced advice and guidance about potential career opportunities and the skills development required. Furthermore, this initiative has led to

revisions of the curriculum to actively develop the skills needed for the key progression routes the course enable access. The Corporation plans to complete a further review of meeting local needs 2026-7.

7. Corporation Sign Off

Thursday 9th July 2026

8. This document can be accessed via our website

[Wyke Sixth Form College Policies](#)

9. Related Documents

Wyke Strategic Plan 2021-2026

Wyke Self Assessment Report 2024-25

Wyke Quality Improvement Plan 2024-26

Hull and East Yorkshire LSIP

Hull and East Yorkshire Local Growth Plan

Greater Lincolnshire LSIP

Estates strategy

[Accountability statements and the Local Needs Duty: 2026 to 2027](#)