

Annual Accountability Statement

2023/2024 Academic Year

(May 2023)



1. Purpose

Franklin Sixth Form College Vision and Values

Our Vision is to provide the best possible life chances for our community. We aim to achieve this by defining and upholding our core operating values which apply to governors, staff, students and all stakeholders who work alongside Franklin Sixth Form College.

1.1 Our College values are (ASPIRE):

- **Aspirational** – Franklin is a place for all staff and students to fulfil their academic potential and achieve success.
- **Supportive** – We take great pride in supporting all students, staff and stakeholders in realising their potential and pursuing their ambitions.
- **Persistent** – At Franklin all staff and students work persistently to positively change lives through education.
- **Inclusive** – Franklin is a place which takes great pride in encouraging all students to be the very best they can be and enabling them to see the best in themselves.
- **Respectful** – It is an integral part of our institution that all students and staff promote mutual respect and recognise others individual strengths and differences.
- **Even and consistent** – At Franklin we strive to ensure that all are treated equally and receive equal opportunities.

1.2 Strategic Aims and Objectives

Franklin Sixth Form College has one core strategic document which is reviewed and updated annually and contains our strategic aims for at least the following three years. The current strategic plan entitled 'Growth with Quality' covers the strategic period 2021 – 2024.

Strategic Objective 1 – to be an inclusive Sixth Form College serving its community

The College will remain inclusive in approach, retaining a curriculum which includes Level 2 and Level 3 provision and a range of academic, technical and applied options as relevant and appropriate to our community and a small adult provision which is predominantly geared to supporting the development of adult numeracy and literacy locally.

Strategic Objective 2 – to continue to be a high performing college

The College will increasingly be known locally as the most successful post-16 education provider because our students are guided to enrol on appropriate programmes, succeed

beyond their expectations and beyond what might be expected from their incoming attainment and because our students go on to positive destinations which are aspirational and productive.

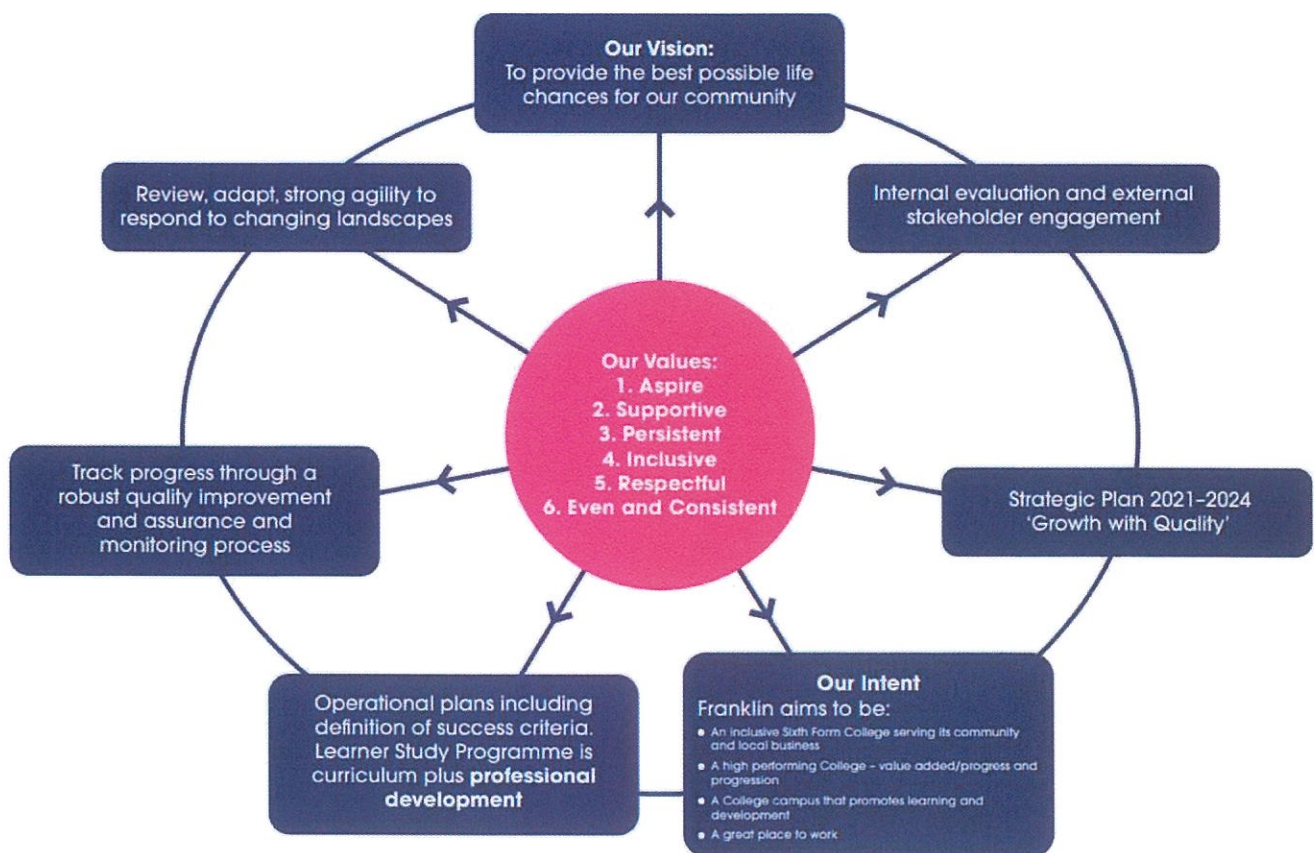
Strategic Objective 3 – to create a College campus that supports learning and development

The College will continue to invest in the campus to meet the needs of its community.

Strategic Objective 4 – to be a great place to work

As the College grows and develops it is crucial that the College has a settled and happy staff body to support the students to achieve their highest ambitions.

Graphic of our strategic plan overview and subsequent delivery



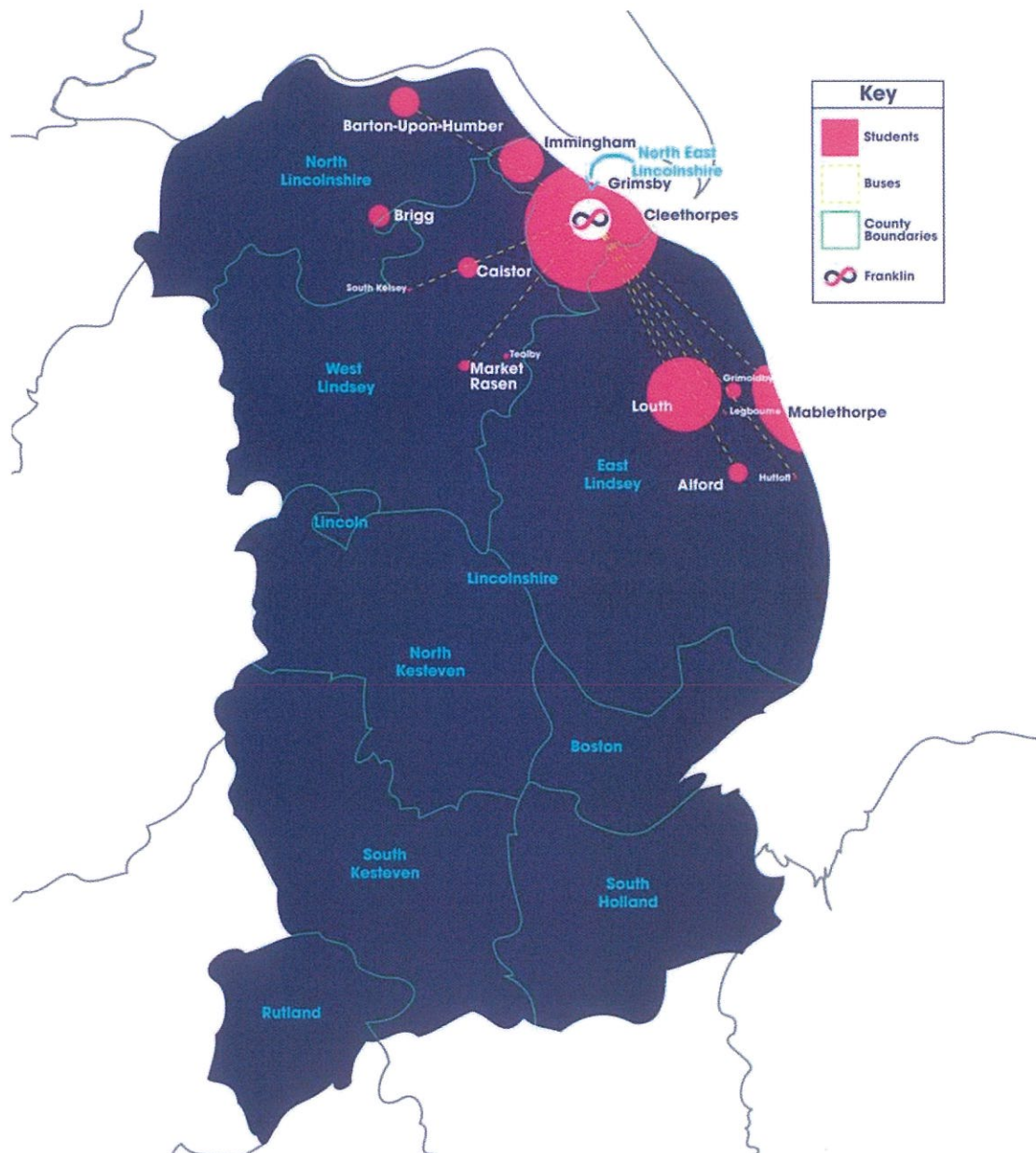
The College's strategic plan entitled 'Growth with Quality' can be found in full on our website:

<https://www.franklin.ac.uk/media/4261/strategic-plan-2021-2024-march-2023-1.pdf>

2. Context and Place

2.1 Geographical context

The map below illustrates the communities Franklin Sixth Form College serves which are located within Greater Lincolnshire and Rutland Local Enterprise Partnership (GLLEP). The GLLEP is made up of Lincolnshire, North Lincolnshire, North East Lincolnshire and Rutland.



Franklin is located on one campus in Grimsby in North East Lincolnshire, the College draws students from a further two counties, North Lincolnshire and Lincolnshire as shown through the bus routes and student clusters shown on the map above.

2.2 Population

The population of North East Lincolnshire is c.160,000 with c.96,000 being working age. 77% of the working population is in employment (c.70,000 people).

The population of Lincolnshire is c.770,000 with c.460,000 being working age. 78% of the working population is in employment (c.361,000 people).

The population of North Lincolnshire is c.172,000 with c.104,000 being working age. 73% of the working population is in employment (c.79,000 people).

2.3 Business and economic profile of enterprises by employment size band

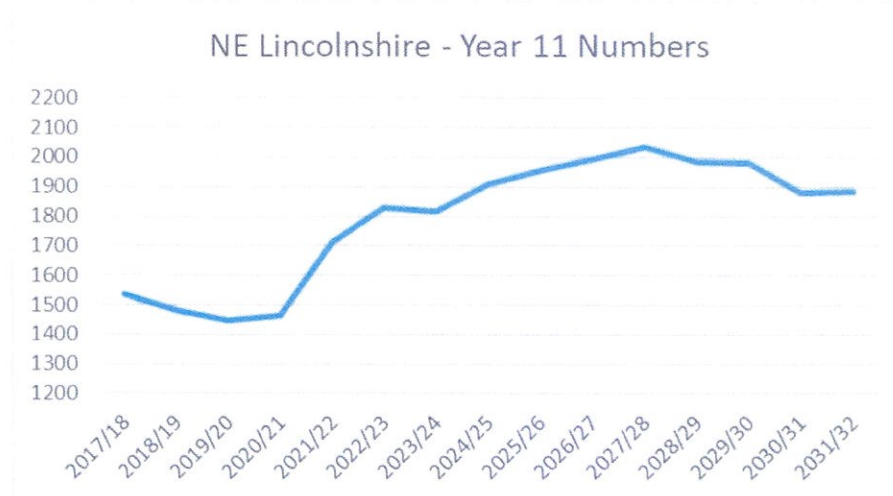
The table below shows the LEP area of Greater Lincolnshire and Rutland (GLLEP) has a high proportion of micro and small businesses, this fact together with the vast geographical size of the area presents a number of issues for students including travel to learn/work patterns, availability of businesses to provide work experience or employer engagement opportunities. The College provides ten bus routes shown on the map in section 2.1 and has also grown an extensive network of employer led engagement opportunities for students based on a concept of high levels of engagement with employers in college so students can access these opportunities in the easiest way.

LA: district/unitary (as at April 2021)	Total	Micro (0-9)	Small (10-49)	Medium (50-249)	Large (+250)
Boston	2,295	1,995	240	50	15
East Lindsey	5,490	4,865	545	70	10
Lincoln	2,630	2,245	310	50	20
North Kesteven	4,120	3,705	335	75	5
Rutland	2,200	1,990	165	40	5
South Holland	3,955	3,575	320	50	10
South Kesteven	5,990	5,395	490	90	10
West Lindsey	3,800	3,430	305	60	5
North East Lincolnshire	4,800	4,175	520	85	20
North Lincolnshire	5,625	4,995	500	115	20
Total	40,905	36,370	3,730	685	120

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2.4 Contextual overview of Franklin Sixth Form College

The College has grown significantly in the last four years with 16-19 learner numbers rising from 1,382 in 2019/20 to 1,672 in 2022/23. The forecast trajectory for the College shows an increase in 16-19 learners to 2,000 by 2025/26, as shown in the graph below.



The College also has c.500 learner aims for adult students.

Most students on 16-19 study programmes take Level 3 courses, and many study a combination of Applied General Qualifications and A-Level subjects. T-Levels are due to be introduced to the curriculum from September 2023 in Education and Childcare and Management and Administration.

There are areas of increasingly high deprivation in the area served by the College. The unemployment rate in North East Lincolnshire is higher than that seen nationally. At all qualification levels, the percentage of people in North East Lincolnshire who have qualifications is lower than the national and regional averages and significantly so at Levels 2 – 4.

The adult learners are taught both on site and in the community and a proportion of the programme is taught by a subcontractor through distance learning. In response to these lower than national average achievement rates the curriculum for adults is based on the ability to establish sound academic foundations to progress into work or higher levels of academic achievement. Adult learners are recruited throughout the year enabling students to begin studying when they are ready to, or when they enter the UK. A total of 23 courses are offered to adult students which are: ESOL, Maths, English Functional Skills, GCSE Maths and English, Health and Social Care, Early Years, Supporting Teaching and Learning and a range of vocational Health & Childcare related distance learning courses.

The College's clear and ambitious focus is on high-quality and inclusivity for learners which is realised through strong shared values leading to positive student outcomes, with over 95% of students progressing to positive destinations *[academic year ended August 2022]*.

3. Approach to Developing the Plan

3.1 The Greater Lincolnshire & Rutland Local Skills Improvement Plans (LSIP) emerging priorities report (March 2023)

- The report highlights five emerging priorities:
 - Building up Essential Skills.
 - Consistently good Careers Advice & Guidance.
 - Helping Micro and Small Businesses work smarter.
 - Addressing Core Skills.
 - Improving Provision resources, funding & offering.
- In addition, the report highlights specific detail on the emerging priorities and draft actionable solutions that local education, training and skills providers might consider, these are noted below:
 - A marked deterioration in “work-readiness” and essential skills.
 - Digitisation and smarter working with employers stating their single most significant training or technical skills need being “Digital and IT skills”.
 - Decarbonisation and Green Skills. 12,000 people currently occupy jobs in this sector, this is set to grow by a further 20,000 jobs in coming years.
 - Local Socio-Economic Conditions including access to opportunities given the vast size and rurality of Greater Lincolnshire and Rutland, transport being a key factor.
 - Leadership and Management including investment from organisations to enhance leadership, management and supervisory skills.
 - Local Skills System including collaboration to bid for funding to deliver skills based programmes and engagement with local employers.

3.2 Key Stakeholders

The College actively engages and collaborates with a wide range of stakeholders in order to meet its strategic commitment to be an inclusive high performing Sixth Form College serving its community.

The College actively contributed to the stakeholder engagement work completed by the Greater Lincolnshire and Rutland LEP in the creation of the Greater Lincolnshire's Local Skills Improvement Plan along with businesses, other education providers, local authorities, schools, innovation centres and Jobcentre Plus.

The development of strategic partnerships with key stakeholders continues to be a core element of the overall strategic plan, these stakeholders include:

- North East Lincolnshire Council
- Federation of Small Businesses (LSIP report)
- Greater Lincolnshire and Rutland LEP
- Hull and East Yorkshire LEP
- E-factor
- University of Hull
- University of Lincoln
- Bishop Grosseteste University
- North East Lincolnshire Place Board
- North East Lincolnshire Skills Hub
- Federation of Lincolnshire Colleges
- UK STEM
- Strategically important employers including Northern Lincolnshire and Goole Hospital, Care Plus Group and Navigo, Forrester Boyd and Wilkin Chapman

3.3 Engagement with other providers in the area

Franklin collaborates with the local large General Further Education College, TEC Partnership, which is located in Grimsby with c.15,000 learners and the Lincolnshire Gateway Academies Trust which is made up of seven schools and over 5,000 learners. For the last two years the College has worked closely with the TEC Partnership and wider partners including Wilberforce Sixth Form College in Hull and John Leggott Sixth Form College to deliver two phases of the Strategic Development Fund (SDF). Projects focussed on raising employability skills and addressing the digital skills gap. A third phase of the SDF is planned to commence in the summer of 2023.

The College works with numerous local employers with significant skills enhancement opportunities taking place within Franklin. These include:

- The development of a Centre for Professional Development with three Level 6 qualified Careers Advisors.
- A 'Franklin Professionals' programme, which is centred around the local skills and regional priorities, these include an award-winning Career Ready programme, offering career pathways for students interested in Business and Logistics, STEM, Health & Social Care and Law. Students on the programme are supported by a mentor, an industry professional and are offered an internship as well as attending bi-weekly masterclasses delivered by employer partners. To date 580 students have participated and progressed to positive destinations having taken part in the programme which has been supported by 359 unique employers.

- In response to the local need, the Franklin Professionals programme has been extended to include a Social Work Academy in partnership with North East Lincolnshire Council and the University of Hull and an Allied Health Professional Academy, in partnership with Northern Lincolnshire and Goole hospital, Care Plus Group and Navigo.
- New for September 2023, a Mental Health Academy in partnership with Navigo.
- Recent activities include:
 - 26 students attended the High Flyers Programme with 81% of students progressing to Universities, of which 56% went to Russell Group Universities/Oxbridge.
 - 21 students attending the Teaching Academy programme with 100% work experience placements at local schools.
 - Working with 200 employers and universities to design and develop a curriculum that is relevant to local employment opportunities and supports local skills priorities.
 - Over 150 work experience opportunities available.
 - 91% of Level 2 students attended work experience placements in the community (circa 100 students).
 - Annual STEM conference with 13 local secondary schools participating.
 - Annual Careers and Progression evening attended by over 900 students and parents with 20 guest talks, 83 employer, university and apprenticeship providers.

4. *Contribution to National, Regional and Local Priorities*

These aims set out a small number of outcome targets focussed on curriculum changes and adaptations to provision planned for the year ahead. These targets reflect how they are contributing to priorities outlined in the LSIP by the GLEP contribute to national skills priorities. Aims and outcomes for the year ahead to meet the skills need as outlined below.

This is the key component of the document, it:

1. Sets out a limited number of priority aims / targets for the year ahead.
2. Describes how these reflect local/regional/national priorities.

College Strategic Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim 1:</p> <p>Continue to engage with high levels of employers, local education providers and other key stakeholder groups to inform the curriculum design and delivery whilst remaining an inclusive College serving its community.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Review our curriculum offer and entry thresholds annually to ensure that our inclusive intent is maintained and that we recruit with integrity to that offer. 	<ol style="list-style-type: none"> 1. The percentage of people in North East Lincolnshire who have qualifications is lower than the national and regional averages and significantly so at Levels 2 – 4. The College is the largest post-16 provider in North East Lincolnshire and so it is crucial that we continue to deliver a high quality provision with over 95% of our 16-19 cohort going onto positive destinations

<p>2. Maintain a substantial Level 2 programme and programme manager, such that study programmes at this level make up between 5 and 10% of our total cohort.</p> <p>3. Continue to engage with the LEPs, schools, HEIs, DfE and Local Authorities so that we can respond flexibly to our community's changing needs and aspirations.</p>	<p>2. Student progression and raising aspirations of this group is vital in addressing the skills deficit in the area. Progression rates for students moving from a Level 2 programme to a Level 3 programme are 86.1% with 91% of the cohort completing work experience in 22/23.</p> <p>3. The College has a proven track record of collaboration. It has been successful in delivering two rounds of the Skills Development Fund, working in collaboration with other providers, and is in the process of bidding with the same providers to access the Local Skills Improvement Fund which supports the delivery of skills priorities identified in the local LSIP. The SDF funding has/ is delivering:</p> <ul style="list-style-type: none"> a. Employability skills – the grant has funded the creation of a short course, designed in collaboration with local employers, which develops employability skills. An immersive space has been installed in College which allows students to virtually experience the world of work including specialist industries such as renewable energy. The virtual films have been produced with local and international employers such as Orsted. b. Business incubator units – the funding allowed the creation of two business incubator units for young entrepreneurs to set up a business and operate it at a subsidised rate, introducing them to the world of work. c. Employer engagement – delivery of employer engagement events to showcase Franklin students to employers and employers to students, the sessions were focussed on the green economy, STEM and logistics related sectors.
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<p>4. Continue to develop the Centre for Professional Development (CFPD) concept, drawing together Career Ready and other employer engagement/progression activities coherently in support of regional priorities related to the future professional infrastructure and shortfall areas. A focus being those identified through the work of the developing LSIP and in collaboration with strategic partnerships such as the Federation of Small Businesses and key local employers and Universities.</p>	<p>d. A digital upskilling programme for students and staff which will continue to be developed and expanded including the creation of a 'Digital Ambassadors Academy'.</p> <p>e. The creation of a digital lab for digital training to ensure students gain the "Digital and IT skills" required by employers.</p> <p>4. CFPD will:</p> <ol style="list-style-type: none"> Embed the Social Work Academy and the Allied Health Professionals Academy. Launch the Mental Health Academy. Continue to plan integrated activities with curriculum staff for key events such as National Careers Week, STEM and Progression evening. Continue to produce a weekly Careers & Progression newsletter highlighting in College masterclasses delivered by employers, apprenticeship, employment and work experience opportunities, and key events from Universities.
<p>Aim 2:</p> <p>The College will increasingly be known locally as the most successful post-16 education provider because our students are guided to enrol on appropriate programmes, succeed beyond their expectations and beyond what might be expected from their incoming attainment and because our students go on to</p>	

<p>positive destinations which are aspirational and productive.</p>	
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Continue to develop our application processes and support for students making the transition from school to college (and from home education to college). 2. Achieve continually improving positive progression rates, demonstrating that over 95% of students' progress to positive destinations. 3. Secure GCSE progress measures of at least half a grade per entry above average. 4. Secure internal progression rates of over 95% annually for Level 3 students between Yr1 and Yr2 and >60% progression for L2 to L3 students. 	<ol style="list-style-type: none"> 1. Offer a robust curriculum offer that meets the needs of the national, regional and local skills priorities and inspires students to achieve greatness. College will remain an inclusive provider for all students including adults, offering key programmes such as ESOL and Maths and English. The College has invested further in growing the school's liaison team which now regularly delivers with teaching staff, activities designed to raise aspirations of primary and secondary school students. 2. Study programmes are designed to provide academic learning coupled with personal and professional development through the ASPIRE programme and CPD. Enrichment and wider development opportunities ensure a holistic study programme supports maximum student achievement. 3. Maths and English outcomes are consistently higher than prior attainment rates ensuring students who wish to progress from Level 2 to Level 3 can do so. 4. Enable students to progress through academic learning and access employment opportunities.

<p>5. Support all groups of students to ensure that the headline indicators of performance (progress and retention) demonstrate above sixth form colleges average performance both for the whole cohort and all identified groups of students that make up the cohort.</p> <p>6. Develop our wider enrichment programmes, ensuring all students are supported in their personal development, understand the importance of independent learning and are 'rounded, resilient and ready for their future'.</p> <p>7. Implement specialist national programmes including T Levels for Education and Childcare and Management and Administration.</p>	<p>5. High standard of quality and assurance of curriculum delivery impacts positively on student progression.</p> <p>6. Enrichment programmes contribute to work readiness and students' social development.</p> <p>7. Implementation of specialist national programmes that meet national, regional and local needs.</p>
<p>Aim 3:</p> <p>The College will continue to invest in the campus to meet the needs of its community</p> <p>Objectives:</p> <p>1. Continue with plans to develop social and independent learning space through the development of the Learning Centre area by May 2023.</p>	<p>1. Investment of £1.6m to expand the Learning Centre to create a University style digital learning space with industry standard equipment which will support the development of students in</p>

<ol style="list-style-type: none"> 2. Continuously evaluate the quality, location and operation of independent learning and social spaces, through dialogue with students and staff, and learning from others. 3. Implement changes to current accommodation deployment to release rooms into teaching spaces through minor works and relocations as required, so that by September 2023 we can accommodate the anticipated cohort of c1800 (achieved). 4. Bid again for the Capital Expansion fund in 2022/23 to finance a new teaching block to accommodate further growth and release capacity for improved independent learning spaces (whilst continuing to explore alternative mechanisms to support build projects including T Level refurb/build). 	<p>college and ensure they are equipped for next steps, either in Higher Education or employment.</p> <ol style="list-style-type: none"> 2. Independent learning develops self-discipline and transferable skills in students which can be utilised in a student's progression after College. 3. In order to meet the growing demographics of the local area it is crucial to access additional space. 4. Individual and collaborative funding applications will continue.
<p>Aim 4:</p> <p>As we grow and develop, the local environment in terms of staff recruitment will mean increased competition for the best staff. It is also clear that we</p>	

<p>will improve more rapidly and more sustainably with a settled and happy staff body.</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Strive to offer opportunities to staff for development and progression, utilising the advantages of growth to continually review our staffing and deployment. 2. Ensure that our strong links with the local Teaching School and BGU give us access to the best trainee teachers and support trainees to enter the profession successfully.
	<ol style="list-style-type: none"> 1. Staff development and progression: <ol style="list-style-type: none"> a. Embed the College's Aspiring Leaders Programme available to all staff. b. Develop an Aspiring Teachers Programme to ensure a pipeline of teaching staff through a programme of 'growing our own'. c. Continue to develop our in-house programme of Teaching, Learning and Assessment for teaching staff to maintain high levels of quality curriculum delivery. d. Continue to develop opportunities for cross college and teaching staff to access professional and industrial upskilling sessions/events by visiting local employers and universities. 2. Sourcing high quality teaching staff is becoming harder and therefore the college will strengthen ties with the local Teaching School in order to create opportunities for trainee teachers to teach in the post-16 sector.

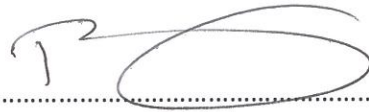
5. Corporation Statement

On behalf of the Franklin Sixth Form College Corporation, it is hereby confirmed that the College plan as set out above reflects an agreed statement of vision, strategic aims and objectives as approved at their meeting on the 2nd May 2023.

The plan will be published on the College's website by the 31st May 2023 and within three months of the start of the academic year thereafter and can be accessed from the link shown in Section 6.

A handwritten signature in black ink, appearing to read "Alex Baxter", written over a horizontal dotted line.

Alex Baxter
Chair of Governors

A handwritten signature in black ink, appearing to read "Peter Kennedy", written over a horizontal dotted line.

Peter Kennedy
Principal/Chief Executive and Accounting Officer

Dated: 2nd May 2023

6 *Links to Supporting Documents*

Labour Market Intelligence

1. Greater Lincolnshire & Rutland Local Skills Improvement Plan – Emerging Priorities Report (March 2023)
2. Labour Market Intelligence – North East Lincolnshire –
(<https://lmihumber.co.uk/humber-profile/north-east-lincolnshire/>)
3. Labour Market Intelligence – North Lincolnshire
(<https://lmihumber.co.uk/humber-profile/north-lincolnshire/>)
4. Nomis – official website for labour market intelligence – Lincolnshire -
(<https://www.nomisweb.co.uk/reports/lmp/la/1941962809/report.aspx>)
5. Federation of Lincolnshire Colleges –
(<https://www.thefuturefocus.co.uk/media/2b5i41qb/federation-of-greater-lincolnshire-college.pdf>)

Franklin Sixth Form College Website: Accountability Agreement Link

<https://www.franklin.ac.uk/policies-statements-governance/vision-values-and-strategic-aims/>