

# Annual Accountability Statement and Local Needs Duty

2025/2026 Academic Year  
(June 2025)



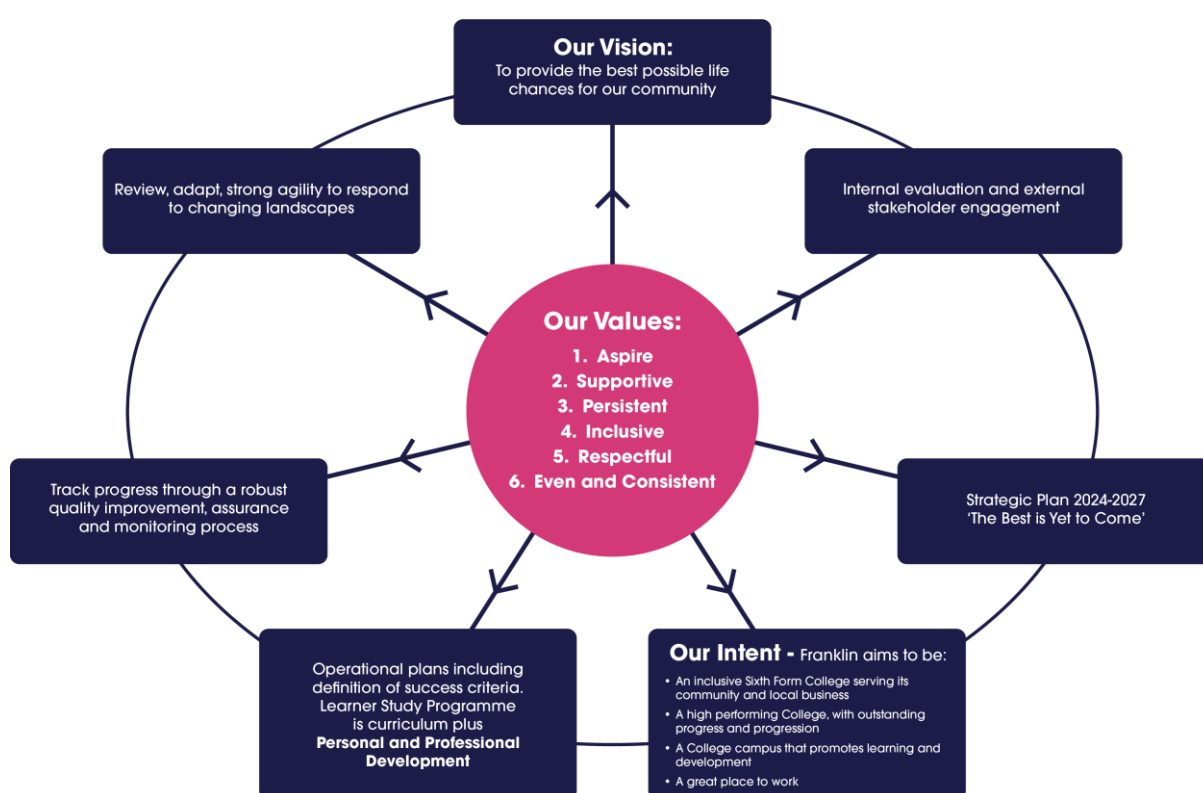
## 1. Purpose

Franklin Sixth Form College 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.

Our intent is to be an inclusive sixth form college serving its community and local business. With that in mind, we recognise the significant skills challenges that are presented locally, regionally and nationally.

### 1.1 Our Strategic Aims and Objectives

The Vision, Intent and our Strategic Objectives have remained consistent through our Strategic Plan, which is reviewed and updated annually and contains our strategic aims for the following three years. Our current plan with the strapline '[The Best is Yet to come](#)' covers the period 2024 - 2027.



### 1.2 Developments since our last Strategic Plan

Since our last Strategic Plan, Franklin, is in a significantly different, stronger position than at the inception of the previous plan. In May 2024, we were inspected by [Ofsted](#), receiving 'Outstanding' in all judgement areas. Inspectors commended the college for investing significantly in facilities, so students benefit from access to a wide range of spaces in which to study independently, in a warm, friendly and inclusive environment. They highlighted the strength of our excellent range of personal and professional development programmes, which effectively support students in building the knowledge and skills they need for their careers and future aspirations. Furthermore, inspectors commended our leaders who engage very well with a range of stakeholders, demonstrating a deep understanding of local skills need and emerging priorities and our dedication to understanding the skills that employers need.

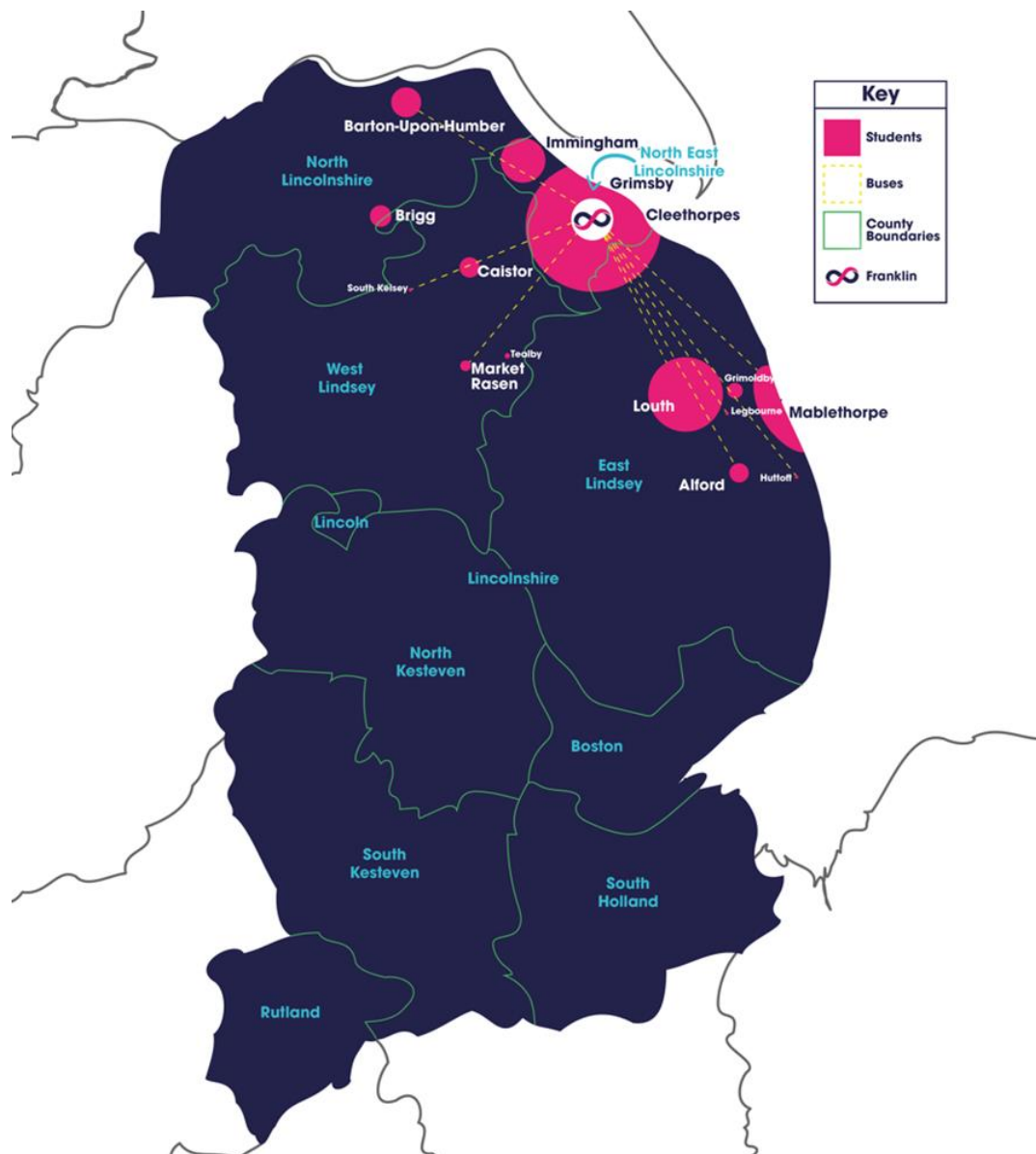
We recognise the need to continuously review and evolve our curriculum to ensure that we meet the skills needed for the local, regional, and national economy. The College has subject specialist teachers who carefully sequence curriculum content, working with relevant stakeholders who co-design, so that all students make progress. The College's integrated approach enables all students, including those with higher needs to progress to high quality, meaningful and sustainable employment, or continue to specialist or higher education, evident with our positive destinations of more than > 95%.

The post-16 curriculum reform is complex and forever evolving. The college and corporation continue to review our curriculum to assess our provision is meeting the local needs, as is our legal obligation, and outlines what action we will take as detailed within this document. This involves a comprehensive review of our provision, our wider local education landscape, and that what we offer is aligned with the needs of the local community, employers and the broader economic context. In response key sectors including digital, health, renewable energy and engineering have been prioritised in this year's annual objectives.

## **2. Context and Place**

### **2.1 Geographical context**

From 1<sup>st</sup> February 2025, the strategic functions of the Greater Lincolnshire Local Enterprise Partnership transferred to the new Greater Lincolnshire County Combined Authority (GLCCA) as part of the Governments plans for devolution. The GLCCA is made up of three upper-tier local authorities, Lincolnshire County Council, North Lincolnshire Council and North East Lincolnshire Council. The map below illustrates the communities Franklin Sixth Form College serves. 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 below.



## 2.2 Socio-Economic characteristics

Many of our students are from areas of high social disadvantage and from families with no prior experience of university. Franklin has a below average incoming attainment and higher socioeconomic deprivation levels. Within North East Lincolnshire there is a significant challenge with low levels of qualifications, compared to nationally. Only 25% of people have RQF4 and above compared to 48% nationally, RQF3 is significantly lower with 50% versus 68% nationally and 9.8% with no qualifications, above the national average of 6.7%.<sup>1</sup> Concluding that North East Lincolnshire faces a significant skills gap at higher qualification levels which could impact on local economic growth and skills gaps.

<sup>1</sup> Nomis data Qualifications (Jan 2024-Dec 2024)

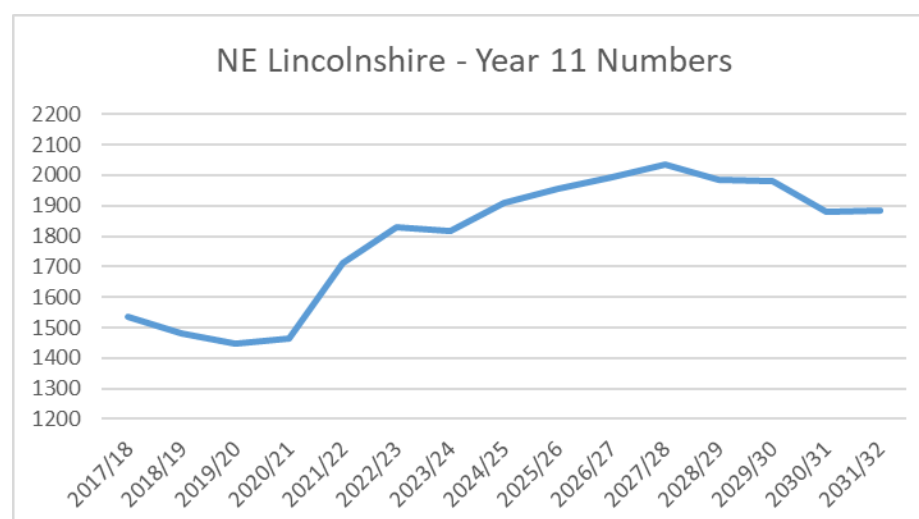
However, our students, are well prepared to progress onto higher education, employment and apprenticeships with 95% positive destinations for 2022-23. DfE average for 2022-23 is 79.6% for state-funded mainstream schools and colleges. Students are given the best opportunities to learn powerful knowledge, develop and refine their skills, demonstrated in our strong higher education destination data and progress made from starting point to end point. National DfE figures 2022-23 state progression to higher education is 38.2%. Ours was 50.6% for 2022-23.

### 2.3 Contextual over-view of Franklin Sixth Form College

The College has grown significantly over previous years with 2,042 fully funded students on roll. Forecast trajectory shows a demographic upturn, together with increasing popularity, suggests a 16-19 student body within the lifespan of our strategic plan would be in the region of 2,100. See table below.

The College remains inclusive in approach, retaining a curriculum which includes Level 2 and Level 3 provision and a range of academic 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, and adult retraining and workforce preparation. T Levels in Education and Childcare and Business Management commenced in September 2023 and increased in popularity in 2024, introduction of Health in September 2024 and new for September 2025, digital and finance.

Adult learners are taught both onsite and, in the community. In response to the 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. There are a range of courses available for our adult students ranging from pre-entry to certificates and diplomas, including ESOL, Maths, English, Functional Skills, Health and Social Care, Early Years, Youth Work and a range of vocational Health & Childcare related distance learning courses to reflect local need.



## 2.4 Business and economic profile of enterprises by employment size band

The table below outlines the distribution of enterprises in the Greater Lincolnshire County Combined Authority (GLCCA) area by employment size. The region is characterised by a high proportion of micro and small businesses, which presents several challenges. This, together with the areas vast geographical size presents many issues for students including travel to learn/work patterns, availability of businesses to provide meaningful work experience, particularly as demand grows for T level industry placements and wider employer engagement opportunities.

Given the dominance of micro and SME businesses, collaborative working is increasingly essential to ensure that the College's provision aligns with employer needs. Franklin continues to deliver strong and effective employer engagement, exemplified by our Centre for Professional Development and Franklin Professionals programme, both of which are regularly reviewed and updated to respond to local, regional and national skills priorities.

### 2024 Enterprise Distribution by Employment Size in Greater Lincolnshire<sup>2</sup>

	NE Lincs	NE Lincs %	Nth Lincs	Nth Lincs %	Lincs	Lincs %
<b>Enterprises</b>						
Micro (0-9)	4000	87.1	5045	89.1	25165	89.1
Small (10-49)	490	10.7	495	8.7	2545	9.0
Medium (50-249)	85	1.9	110	1.9	445	1.6
Large (250+)	20	0.4	15	0.3	90	0.3
<b>Total</b>	<b>4590</b>		<b>5665</b>		<b>28245</b>	
<b>Local units</b>						
Micro (0-9)	4575	80.7	5680	83.2	27855	83.8
Small (10-49)	875	15.4	915	13.4	4405	13.3
Medium (50-249)	190	3.4	205	3.0	860	2.6
Large (250+)	30	0.5	30	0.4	105	0.3
<b>Total</b>	<b>5670</b>		<b>6825</b>		<b>33225</b>	

Source: Inter Departmental Business Register (ONS)

<sup>2</sup> The table presents analysis of businesses at both Enterprise and Local Unit level. An Enterprise is the smallest combination of legal units (generally based on VAT and/or PAYE records) which has a certain degree of autonomy within an Enterprise Group. An individual site (for example a factory or shop) in an enterprise is called a local unit.

### 3. Approach to developing the annual Accountability Statement

The College's Accountability Statement is a strategic document that outlines what we want to deliver in the year ahead, how we will measure success, and tracks progress against strategic goals and encourages continuous improvement with self-assessment and reflection. It is developed through

- Engagement with the Federation of Small Business and Local Skills Improvement Plan.
- Collaboration with local employers, stakeholders and universities to ensure that our provision meets local, regional and national skills needs.
- Use of the FE provider dashboard to assess student outcomes and performance against strategic objectives.
- Consultation with local stakeholders including our Employer Advisory Board and other regional partnership groups.

It aligns with guidance from the DfE and the Education Skills Funding Agency and considers national skills priorities as outlined by the Skills England report, Industrial Strategy Priorities and Plan for Change and will inform our annual strategic conversations with the DfE.

#### 3.1 Local Skills Improvement Plan (LSIP)

The Greater Lincolnshire & Rutland LSIP, through its primary research found there were five inter-connecting themes that consistently emerged as key needs from an employer's point of view. These were;



These themes were taken into consideration, alongside the already well-established local focus areas of the [Greater Lincolnshire LEPs seven priority sectors](#)

The LSIP assessed which sectors and occupations would have the most significant impact on the seven priority areas and established cross-cutting themes of;

- Work readiness
- Essential skills

- Data & Digital skills
- Decarbonisation & green skills
- Leadership & management
- Construction & engineering

Franklin was one of ten partner providers who were in receipt of the third round of Local Skills Improvement Fund, addressing priority areas as identified by the LSIP. This allowed education providers within the region to [collaborate](#), and Franklin focused on developing student's work readiness, digital skills and increasing their understanding of decarbonisation and green skills. Franklin, advanced its digital infrastructure for hybrid work experiences, developed a digital upskilling programme in collaboration with employers and focused on a curriculum that emphasises team working, communication and adaptability and partnered with RWE to increase understanding of the energy sector, green skills and decarbonisation.

### **3.2 Employer and Stakeholder engagement**

Our Accountability Statement builds upon the work that has been a key driver within the College for a decade. The College have developed and maintained effective and long-standing relationships with key stakeholders who are integral to our integrated approach with stakeholder engagement and skills development embedded across all curriculum areas. Within our [Centre for Professional Development](#) sits our established Franklin Professionals Programme, where strategic partnerships with local employers and stakeholders allow us to plan and co-design programmes based on local skills needs so that our students progress positively after Franklin. These include our Allied Health Professionals Academy, Social Work and Mental Health Academy. These are all employer led, with the strategic intent to retain talent locally and address key priority sectors and to support students wanting to secure local employment.

To respond to changes needed within the local area to make education more aligned to local labour market needs and the skills needed to support local economic growth, a 10-week initiative was developed in 2024 with The Business Hive. This [employer led work-readiness programme](#) focuses on character, knowledge and skills that develop confidence, communication and enable our students to have the best start towards their employment journey. Strong partnerships with stakeholders and other providers enhance our community impact and this year we worked collaboratively with two other sixth form providers expanding the programme, so that their students could develop key skills, fostering partnerships and creating more opportunities for the young people within the locality.

Our Local Employer Advisory Board has a wide variety of employers and stakeholders who meet bi-monthly to discuss, challenge and support our students to ensure that they are developing the skills that are needed and gaining work-related activities to enable them to positively progress and meet employer expectations. These collaborations ensure that our provision is responding to new and emerging skills needs, and allows our students to develop the knowledge, skills and behaviours relevant to their career goals.



### 3.3 Industry Groups

The College are members of several industry groups relevant to priority sectors including;

- Offshore Wind Cluster
- Health Care Partnerships
- Humber Freeport Skills
- Future Humber

### 3.4 Engagement with other local providers in the area

Franklin continues to play a leading role in strategic skills planning, working collaboratively with other providers to align our provision to meet local needs and reduce duplication. We work closely with our local large General Further Education College, TEC Partnership, 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.

Central to our vision of providing the best life chances for our community, and to align provision to meet local needs, we organise and deliver key conferences, events and employability programmes and invite local schools and sixth form providers and engagement with local schools is extensive with tailored provision offered to more than 40 schools.

- November 2024 – our first [Creative Conference](#) had 6 local secondary schools attend, with over 450 students participating.
- In March 2025 - our [STEM conference](#) had 23 schools attend, aimed at inspiring the next generation of STEM innovators, with over 2,000 visitors to this and our annual careers and progression event.
- March 2025 – Meet the Future event with two sixth forms participating with our Year 13 students in a 10-week programme.

## 4. Contribution to national, regional and local priorities

The College has a clear strategy and offers courses that support progression and the development of wider skills and behaviours that reflect the needs of the local, regional and national context. These are carefully planned, and reviewed annually, with a focus on considering any skills gaps and opportunities within the locality. This process is a key driver for developing our course and curriculum offer to reflect the needs of the local community, employers and demand from students. Consultation from a wide range of stakeholders take place to ensure that what we offer prepares our students for the present and future skills demands.

Our provision of education is broad, covering most priority areas as identified by the LSIP and Greater Lincolnshire LEP. We have included the national priority sectors, that focus on high volumes of vacancies which are expected to increase, and those with long-term structural barriers to recruitment. Where we don't currently offer courses within these sectors, we will work with employers to co-design pathways to educate our students of the different careers available and the skillset needed to enter, including our adult provision, which will support those 19+ to enter these priority sectors in the locality.

Priority Sector	Regional	National	Franklin	Franklin pathways
Visitor Economy & Tourism	✓		✓	
Clean Energy	✓	✓	✓	✓
Health and Social Care	✓	✓	✓	✓
Ports and Logistics	✓			✓
Defence and Security	✓	✓	✓	
Engineering and Manufacturing	✓		✓	✓
Agri-Food	✓			
Digital and Technology		✓	✓	
Construction		✓		
Creative Industry		✓	✓	✓
Financial Services		✓	✓	
Professional and Business Services		✓	✓	✓
Life Sciences		✓	✓	
Advanced Manufacturing		✓		

#### 4.1 College strategic aims and objectives for 2024-2025

	Key Aims and Objectives  College Strategic Objectives	Contribution to local, regional and national priorities	Implementation, growth and timelines (24-25)  Met / Partially / Not	Carried over (25-26)
1	Building Essential Skills - Work Readiness	LSIP Priority	Meet the Future – Employer led programme focused on work readiness – Year 2s (24/25) - Increase participants from 19 – 25	YES – Continue with the programme - offer to more sixth forms. Increase to 25 students. Explore T

	(Strategic Objective 1 & 2)		<p><u>Partially – 19 students finished the programme - Toll Bar 6<sup>th</sup> form and King Edwards students took part</u></p> <p>Skills Development Audit – Year S/1/2s - Aspire - Increase participation from 564 responses (Feb 24) to 900 (24/25)</p> <p><u>Partially – 610 students completed</u></p>	<p>level students participating.</p> <p>YES – Introduction of Pilot Skills and Employability Passport to assist with completion. Aim to have 100 students complete the passport.</p>
2	<p>Develop Data and Digital skills - Student and Staff</p> <p>(Strategic Objective 1)</p>	<p>LSIP Priority</p> <p>National Priority</p>	<p>Improve digital literacy within college through independent learning using different platforms – Year S/1/2s (24/25) - skills audit response (2024) with 46% developing digital skills at college. Increase to 65%</p> <p><u>Partially – Increased to 55%</u></p> <p>Digital days – online work experience using Springpod – Year S/1/2s - Increase participation from 1021 engagements to 1300 (24/25)</p> <p><u>Not – Engagement lower with 739 – however 3 students won national STEM competition</u></p> <p>Employability skills online using Bodyswaps – Year S/1/2s (24/25) - Over 1100 students accessed. Increase to all students completing during digital days.</p> <p>Introduction of T Level in Digital (25/26)</p>	<p>YES – Skills and Employability Passport will enable the students to be able to demonstrate this. Aim to increase to 65%</p> <p>YES – Skills and Employability Passport will support engagement. Aim 1000 participants.</p> <p>YES - Starts Sept 2025 – Aim to increase employer stakeholder engagement.</p>
3	Develop awareness of Sustainability, Decarbonisation and Green	<p>LSIP Priority</p> <p>Regional Priority</p>	<p>NEW - Sustainability Academy in development (24/25)</p> <p><u>Met – Also two staff members Champion for Wind project</u></p>	

	<p><b>Skills</b> (students and staff)</p> <p>(Strategic Objective 1)</p>	<p><b>National Priority</b></p>	<p>NEW - Working with Enquire Trust to grow vegetables within community and promote sustainability (24/25) <u>Not – unable due to funds</u></p> <p>NEW - Working in collaboration with University of Lincoln with decarbonisation workshops (24/25) through Aspire Programme. <u>Met – delivered</u></p> <p>STEM conference – Maintain schools/numbers same as 2024 with headline sponsor – 15 schools/450 attendees <u>Met – 23 schools attended/450 attendees</u></p>	<p>YES – as part of Aspire student to complete modules on Climate Change and sustainability. Aim 300 students.</p> <p>YES – part of annual careers programme. Key to region to promote careers within STEM</p>
4	<p>Continue to support numeracy and literacy</p> <p>(Strategic Objective 2)</p>	<p>LSIP Priority</p> <p><b>National Priority</b></p>	<p>Central to skills development and employability. Ensure this is a key focus in every lesson, and students are encouraged to improve reading, writing, speaking, and listening. Increase stats from Skills Audit for Numeracy and Literacy from 31% (Feb 24) to 65% (24/25) <u>Partially met – Increased to 36%</u></p>	<p>YES – Pilot skills and Employability Passport will allow the students to be able to demonstrate this. Aim to increase to 50%</p>
5	<p><b>Health and Social Care</b></p> <p>(Strategic Objective 1 &amp; 2)</p>	<p><b>Regional Priority</b></p> <p><b>National Priority</b></p> <p>Priority sector Around 60,000 people work regionally, worth £2bn to our economy.</p>	<p>Develop our provision with the T Level in Health, collaborating with employers and universities (Sept 24/25) for easy transition into employment <u>Met</u></p> <p>Continue to develop relationships with HSC providers and remain updated with changes within the sector including new apprenticeships available <u>Met</u></p>	<p>NEW – Introduction of Health Conference – October 2025 – Invite 5 local schools and have 250 attendees.</p>

6	<p>Review our curriculum offer to reflect the needs of our community</p> <p>(Strategic Objective 1 &amp; 2)</p>	<p>LSIP Priority</p> <p>Regional Priority</p> <p>National Priority</p>	<p>Employer Advisory Board to work closely with HODs to ensure curriculum reflects the needs of local and regional context in preparing students for next steps. (24/25)</p> <p><u>Met</u></p> <p>Continue to gain stakeholder feedback for relevance to local area and skills shortage (24/25)</p> <p><u>Met – feedback via events/EAB</u></p> <p>Skills Governor &amp; Enterprise Advisor – termly meetings for strategic input (24/25)</p> <p><u>Met</u></p>	<p>YES – Continue with EAB – minimum 1 meeting per year with HODS.</p> <p>NEW – Level 2 Pathway with CATCH – September 2025. Develop employability programme to supplement learning</p>
7	<p>Maintain 95% of students go onto positive destinations</p> <p>(Strategic Objective 2)</p>	<p>LSIP Priority</p> <p>National Priority</p>	<p>Locally, 27.5% of people have a Level 4 qualification compared with 43.1% nationally, a significant gap of 15.6%. Raise student aspirations</p> <p><u>Met – 95% positive destinations</u></p>	YES
8	<p>Continued Stakeholder Engagement to reflect employer skills need</p> <p>(Strategic Objective 1)</p>	<p>LSIP Priority</p> <p>National Priority</p>	<p>Maintain Employer Advisory Board meetings – bi-monthly (24/25)</p> <p><u>Met</u></p> <p>Further develop our Academies in response to local, national need (24/25)</p> <p><u>Met</u></p> <p>Continue developing Career Academies to support key priority sectors – HSC/STEM/Law/Business &amp; Logistics (24/25)</p> <p><u>Met</u></p>	YES – Continue with EAB meetings, strengthen our Academies and continued employer engagement.
9	<p>Maintain a substantial Level 2 programme</p>	LSIP Priority	Head of Department working with stakeholders to raise aspirations and progression – (24/25)	YES – continue to link L2 students to stakeholders. Aim to have minimum 3

	(Strategic Objective 1 & 2)		<p><u>Met – Into University delivered sessions to 61 L2 students</u></p> <p>Increase work experience from 91% (22/23) to 93% (23/24) <u>Met – 93%</u></p> <p>Structured transition programme in place working with community and stakeholders – HOD (24/25) <u>Met</u></p>	different stakeholder delivery and continue with work experience. Aim 94% work experience and 100 students to attend Into University sessions.
10	<p>Continue to develop our small Adult and Community provision</p> <p>(Strategic Objective 1)</p>	LSIP Priority	<p>Continue to address core skills with Level 2 Bus Administration Pathway based on local need and skills shortage of health business administrators and Level 3 Access to HE Health Professionals course. <u>Met</u></p> <p>Maintain relationships with local HSC employers to offer relevant pathways for the local area. (24/25) <u>Met</u></p> <p>Increase enrolments on L2 Bus Admin pathway to support students to gain theoretical knowledge whilst they apply their skills/knowledge in HSC setting.</p> <p>Develop a Youth Work qualification in response to local need (Youth Alliance). Next few years locally there will be 100 youth work jobs available. <u>Met</u></p>	YES – Continue to look at locality and offer new courses to support. Exploring Clean Energy course adult learners for 2025-2026 delivery.

## 5. Local Needs Duty

In compliance with the Local Needs Duty, Franklin undertakes a full review of provision yearly with a focus on considering any skills gaps and opportunities within the locality. Consultation with employers and universities informs curriculum intent, implementation and its sequencing to reflect

the needs of the local and regional context and preparing students for their next steps. This process ensures that our provision meets the needs of local employers and the community that we serve, and we collaborate effectively with other providers to avoid duplication and to address the skills gaps.

Joint statements have been developed with providers in Greater Lincolnshire to reflect how this works in practice, to benefit our learners and contribute to closing the skills gap, which includes the [Greater Lincolnshire Collaborative Annual Accountability Statement 2025 2026](#)

The 2025/2026 statement reflects key outcomes from last year's review, including;

- Six aims and objectives were fully met, which included;
  - Addressing the local and regional priorities with extensive stakeholder engagement, focused on our regional priorities.
  - Strong Level 2 provision with 93% students doing work experience in the community
  - 95% positive destinations
  - Adult provision focused on locality and priority sectors, including introducing the Youth Work qualification and increasing demand for our ESOL provision, improving literacy within the region.
- Four were partially met and will be carried forward for further development, with the focus;
  - The skills audit to ensure that all our students are working on their work readiness, digital and literacy and numeracy.
  - To support this, we will be introducing a Pilot Skills and Career Passport, for select groups in our Year 12 cohort, with a view to successfully implementing this to all students from September 2026.

Our strategic plan sets out a wide range of goals with clear accountability. We are expanding our offer, focused on local need and working with local Engineering Training Provider to offer a Level 2 pathway in Applied Science, with engineering industry days built into the programme. This will ensure there is a clear progression route, into engineering Level 3 apprenticeships or CTEC engineering and will work to address the skills shortage within the local region. Based on national priority we are exploring Engineering with Advanced Manufacturing.

## **6. Governance sign off**

The governing body regularly reviews how Franklin are meeting, local, regional and national skills need through several mechanisms that enable both long-term strategic planning and operational oversight. These include Governer strategy days, annual review of the the three-year strategic plan. Together, these enable regular scrutiny of how the college serves its community by filling skills gaps and to ensure collaboration with local partners to avoid duplication.

On behalf of the Franklin Sixth Form Corporation, it is hereby confirmed that the Corporation conducts reviews in line with the local needs duty, as such resulting in this plan, and is satisfied that this statement fulfils this duty. The annual accountability statement sets out an agreed statement of purpose, aims and objectives as approved by the Corporation on 20<sup>th</sup> May 2025. The plan will be published on the college's website by the 30th of June 2025.

