

# HILLS ROAD SIXTH FORM COLLEGE

## EQUALITY AND DIVERSITY REPORT 2010-11

### 1.0 Introduction

- 1.1 Governors have a responsibility to ensure that the College fulfils its duty in relation to equality and diversity (E&D) legislation. This paper describes some of the ways in which the College is meeting its duty.

### 2.0 Single Equality Scheme (SES)

- 2.1 The Corporation will review the SES (appendix 1), together with the equality and diversity report, annually.
- 2.2 The review of the SES action plan 2010-11 (appendix 2) demonstrates the activities that have been taking place to further our commitment to E&D within the College
- 2.3 The draft SES action plan for 2011-12 is attached to reflect the next stages of delivery anticipated in seeking to remove barriers to opportunity and to celebrate diversity (appendix 3)

### 3.0 The Equality Forum

- 3.1 Comprising ten staff volunteers, the Equality Forum oversaw many of the E&D developments for 2010-11 through their regular meetings. Key projects in 2010-11 included: a training for the whole team on our approach to Equality Impact Assessment (EIA); a collaborative study into the under-representation of students at Hills Road from a particular partner school seeking to identify and address any barriers that may exist and to raise aspirations; an awareness raising event into the stigma surrounding mental health issues and a research investigation into the experience of our lowest ability band students.

### 4.0 Data monitoring

#### 4.1 Full-time students

The full monitoring data for this section is attached as appendix 5. For five different groupings of students (by gender; prior ability; receipt of Additional Learning Support (ALS) – as an imperfect signifier of disability; receipt of the Educational Maintenance Allowance (EMA) – taken to be an imperfect proxy for economic disadvantage; and ethnicity), the data examines average grades per entry, retention rates and added value for the four year period 2008-2011.

##### 4.1.1 Gender

Our Single Equality Scheme includes a commitment to 'maintain an appropriate gender balance'. Over the past few years, that gender balance has been tipping in favour of girls, with this year's enrolled cohort reaching 61% female to 39% male (previous year 60% female to 40% male). To a large extent, this reflects the attainment gap at GCSE between girls and boys but is also perhaps an indicator of school predicted grades in the Spring which inform our admissions. By the Spring of the GCSE year girls have perhaps more consistently demonstrated their application and commitment, potentially earning them more positive predicted grades than are possible for equivalently able boys at that point in the year. The consideration of the gender gap will be part of our Single Equality Scheme action plan for 2011-12

working in response to any recommendations from College Strategy Team following their analysis of the same issue.

Although girls arrive with a slightly higher grade per entry score (4.3) than boys (4.2), they both share the same average added value (0.1). Boys in 2010-11 have a slightly higher retention rate (98%) than girls (97%).

#### 4.1.2 *Ability*

Unsurprisingly, the grades per entry and rate of retention continue to be lowest for ability band 1 and highest for ability band 4. For added value, there is a more significant differential between band 2 (0.0) and band 4 (0.2), with the largest proportion of the cohort falling in band 2. The college has band 2 as a clear focus for the forthcoming strategic plan. One of the ways in which we continue to try and address variations in performance is through active approaches to differentiation in the classroom. In 2010-11 there was specific training on differentiation within the Curriculum Partnership Group sessions followed by two further training opportunities during the summer staff development training programme (see **Section C** of the updated 2010-11 SES Action Plan). Additionally, a research project was undertaken by Katrin Thomas of the Equality Forum group into the differentiated intervention approaches to support performance for weaker students used by different subject areas.

#### 4.1.3 *Disability*

Over the last four years students receiving Additional Learning Support (ALS) have achieved an average grade per entry of 4.1 compared with a College average of 4.2. For retention (99%) and added value (0.4) these students have exceeded the College averages of 97% and 0.2 respectively.

#### 4.1.4 *Economic disadvantage*

We have now been collecting this data for four years and note that students in receipt of the Educational Maintenance Allowance (EMA) have slightly weaker average scores than the College as a whole for all three areas being monitored. The Equality Forum have benchmarked against national reporting data<sup>1</sup> on socio-economic disadvantage to establish the extent to which these findings are in line with national norms. While satisfying ourselves that this picture is reflected nationally we are taking steps to address the local context through specific projects. (see the updated 2010-11 Action Plan and Draft 2011-12 Action Plan for details of the project with The Manor School)

#### 4.1.5 *Ethnicity*

Our percentage of 'non-white' students within our full time 16-19 community has exceeded that of the local population for the past four years, based on the 2001 local population census (7.6% compared to 2.9%). With the exception of the 'black' ethnicity group, no group appears to be performing less well than the College as a whole. The margins of difference are insufficient to suggest the need for remedial action; nevertheless the data will be kept under review and opportunities to seek qualitative responses will be considered. With just 7 students self-identifying as 'black' for the 2009-11 cohort, the retention rate at 86% reflects the non-retention of one student. Whilst not complacent about this, our concern is more focused around the picture beginning to form of value-added which has been at -0.3 for the past 2 years. When this data initially emerged and was reviewed last year, Equality

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<sup>1</sup> *The role of attitudes and behaviours in explaining socio-economic differences at age 16*, ESRC funded research paper, Institute of Fiscal Studies, July 2010

Forum felt that any 'singling out' of students who had self-identified as black for a separate analysis project through interviews or case studies would be an over-reaction to these figures at this point. Now that we have two years' worth of data, we will look at this again, to see whether there are some appropriately sensitive research enquiries that could be undertaken to have a look at this potential issue.

## **4.2 Adult students**

### **4.2.1 Disability**

Disabled adult students continue to be invited to declare their disability via the enrolment form, which are logged and monitored, and to contact the AE office to discuss their needs. The disabled students often require disabled parking and access to ground floor teaching rooms. This is monitored by the AE Department and appropriate support is given. Some students may have multiple disabilities, requiring unique support from their carers and AE tutors. Recently a disabled student who uses a wheelchair was enabled to attend classes by being provided with a map detailing lift locations and the route to their class. In addition they were given the mobile number for the caretakers so they could be met at the lifts (key operated) to help facilitate their way around college.

### **4.2.2 Ability**

AE students are provided with pre-entry guidance in a number of ways, including the telephone guidance provided by the trained 'front line' administration team and individual coordinators. Post-entry guidance is also provided in special circumstances, for example, in relation to levels of achievement within modern languages and digital photography courses. The ability of students to cope with long, accredited courses is recorded within the progress review system and records are maintained in the AE office by each relevant coordinator. The records retained for counselling students are confidential and meet the requirements of the AQA awarding body.

### **4.2.3 Gender**

In 2010-11 67% of the AE cohort were females (2856 enrolments) and 33% males (1425 enrolments). This gender imbalance did not appear to be related to any issues. For example, withdrawals and failure to complete courses did not appear to be influenced by gender.

### **4.2.4 Ethnicity**

The recording of ethnicity for AE students is not a statutory part of the student record system. However, AE students are invited to complete the relevant section of the enrolment form or to give a response during a telephone enrolment. The question of ethnicity is now a regular feature of the dialogue between AE assistants and new students at the time of enrolment. No issues have been identified in relation to this data at this point since the students choosing to disclose ethnicity are an almost exact reflection of the 2001 census data for the local community population.

## **4.3 Staff**

### **4.3.1 Disability**

There are currently nine members (4%) of the daytime staff who have chosen to declare a disability, one of whom is registered disabled. This is a slight increase on the previous year.

#### 4.3.2 Age

Notwithstanding a tendency in recent years to appoint slightly increased numbers of staff aged below 40, the age profile of daytime staff aged 40 and above has been in the range 70 to 75% during the last three years and currently stands at 73%. This is 7% above the age profile of staff across the FE sector (ref. Staff Individualised Record [SIR] data 2009-10). The Sector figures have remained similar year on year. There is no analysis of age for staff purely in the sixth form sector. The College has 7% of staff aged 29 and below compared to 14% in the FE sector, similar to the previous year. Many of the posts attracting staff in this age range are support roles. Teaching staff are recruited from a national pool and younger teachers may choose to benefit from gaining experience with a broader spectrum of ages before moving into sixth form. In addition the cost of housing in the area can be an obstacle. The College has a slightly higher incidence of staff over 60 compared to the sector at 14% compared to 11%. In the last year the percentage of staff in this age range has remained fairly consistent. The College remains committed to appointing staff on merit.

#### 4.3.3 Gender

The College's gender balance has remained broadly similar for a number of years. In autumn 2011, 53% of the daytime teaching staff are female and 47% male which is a slightly narrower split than the gender balance in the student body. Support staff are 65% female and 35% male. The combined figures for both populations are 58% female and 42% male. The gender balance in the teaching and support staff population compared to the sixth form college sector shows a slight bias at the College towards males in both populations, (ref SFCF survey 2010).

#### 4.3.4 Ethnicity

87% of the daytime and the evening staff declare their ethnicity as 'white'. 11% of the daytime staff and 6% of the evening staff choose not to declare their ethnicity. This analysis is consistent with the ethnicity origins of the College 16-19 students, however this is approximately 10% lower than the local area (based on 2001 ONS data for South Cambridgeshire). About 20% of adult students choose not to declare their ethnicity but of those that do so the majority are also white.

#### 4.3.4 Other protected characteristics

The College started to collect data relating to gender reassignment, sexual orientation, religion and belief and status with effect from autumn 2011. This will be analysed and compared to available benchmarking data from 2012.

#### 4.3.5 Applicants for posts at the College

The completion of Equality and Diversity monitoring forms by job applicants, while never more than a 50% success rate, has reduced significantly since introducing electronic applications; at around 10% no meaningful data can be extracted. The College will work to improve this during 2011-12.

<b>Appendix 1</b>	Single Equality Scheme
<b>Appendix 2</b>	Review of action plan 2010-11
<b>Appendix 3</b>	SES Action Plan (draft) 2011-12
<b>Appendix 4</b>	Staff E&D monitoring form
<b>Appendix 5</b>	E&D monitoring (full-time students)