

QUALITY AND STANDARDS COMMITTEE

24th November 2021

ANNUAL EQUALITY AND DIVERSITY REPORT 2020/21

This report is being submitted for information and approval.

1. Safeguarding and Equality and Diversity Committee

The Safeguarding and Equality and Diversity Committee met three times during the 2020/21 Academic year. All meetings took place via Teams due to the situation with the COVID 19 virus.

Membership of the Committee remained broadly unchanged apart from two members of staff who left during the year.

The Committee continued to be chaired by Debra Baldwin, Director of Personnel and Designated Safeguarding Lead until 30th April 2021. From 1st May 2021, Bev Jackson, Head of Student Services, became the DSL for the organisation.

The Committee agenda was split into two sections in order to capture and concentrate on Equality and Diversity and then Safeguarding, Child Protection, Mental Health and the Prevent Agenda and Duty separately.

Members of the Committee engaged in detailed discussions concerning a range of matters which included:

- Looked After Children (LACs) now Children Looked After (CLAs) and related Personal Education Plans
- Students with Education and Health Care Plans
- MyConcern system review and update
- COVID 19 update and related E & D and Safeguarding issues
- Single Equality Scheme 2019-20 review
- Equality and Diversity promotion
- OTL update – best practice update
- High needs update
- KCSIE 2020
- Peer on peer incidents
- MyConcern v EBS guidelines
- HLNSC Fitness to study policy
- Leaders in Safeguarding award and campus security
- Leaders in Safeguarding action plan
- Staff and student training
- DSL and Deputy DSLs meetings
- RSM Prevent Internal Audit
- RSM Mental Health Internal Audit
- NSPCC assessment tool-Graded Care Profile Training (GCP2)
- Herefordshire Safeguarding Children Partnership & Shropshire SCP

- Quality and Standards Committee Safeguarding reports
- Quality and Standards Committee Equality and Diversity reports
- Ofsted report Sexual Abuse in Schools
- Prevent updates
- Prevent strategy and action plan
- Prevent risk assessment
- NAMSS Criminal Convictions verbal update
- FGM & Breast Ironing
- Search Policy
- New structure & Network 21-22- discussion.
- Transition work 21-22 & Pastoral support plans

2. COVID 19

The restrictions to the education sector and to life in general continued through the 2020/21 academic year having started the year before.

Staff continued to support students in a radically different way with their academic studies with 2 more lockdowns being seen. Teaching staff continued to provide teaching, learning and assessment both remotely and face to face throughout the 2020/21 year.

The constraints brought about by the virus affected a high number of both staff and students. Staff provided exceptional support to their students throughout this time and were in constant contact with them to ensure that they met their academic goals whilst remaining safe and free from discrimination, bullying and harassment.

Different challenges were seen but the College's processes, procedures and structures were adapted to ensure their compatibility with the new way of work and study.

A great deal of effort was seen from staff and students alike and has clearly resulted in some good outcomes both from an achievement point of view and from a retention angle.

3. Learner Performance

The learner performance data was aligned during the 2020/21 academic year to ensure that it compared to figures within all other College reports. The data in this section is based on all student ages and qualifications but excludes English and Maths GCSE and Functional Skills.

Data is shown for 2020/21 initially and then is compared with 2019/20 and 2019/18 so that any trends can be identified.

Introduction

Student overall achievement data for the 2020/21 academic year detailed within this section is 89.5% compared to 85.3% for 2019/20.

The data is then categorised into age, gender, ethnicity, disability, students with high needs, Looked After Children (LACs) now referred to as Children Looked After (CLAs), vulnerable (reported on the safeguarding system, MyConcern) and socio-economic background.

Vulnerable learners are those experiencing both low and high level issues in their lives, who have become known to the College, who are receiving varying degrees of internal and/or external support and who are recorded on MyConcern.

The College's student support processes have been further strengthened by the merging and expansion of the student support and safeguarding departments. This merger has provided students and staff with a more integrated, accessible and logical service.

Students continue to receive assessments to ensure that the most relevant wrap around support is provided for each individual case regardless of protected characteristic. The College's robust discrimination and bullying procedures ensure that any instances are dealt with in a professional and timely manner. This ensures that all students within the protected characteristics groups do not suffer a detriment and their ability to achieve their academic goals are not affected.

Quality Summit meetings continue to form part of the Colleges processes which ensure that students are provided with a quality and equal service and any issues are discussed at an early stage in order for corrective actions to be put in place. It was agreed with Governors that meetings to consider Courses with Serious Concerns did not take place in 2020/21

The College Principal and/or Deputy Principal chair these meetings and the relevant senior manager and middle manager are in attendance. Teaching staff were requested to attend meetings as relevant in order to discuss and present concerns around particular students and courses. Students who are at risk of not completing their course are also identified and actions put in place to give them the best chance of success.

Each curriculum area undertakes regular team meetings which look at individual students and cohorts. Action are considered and put in place to ensure that individual student performance is monitored and actions implemented where improvement is required.

Throughout the year the Safeguarding and Equality and Diversity Committee and Quality and Standards Committee were provided with reports showing student retention. Any gaps were discussed and actions suggested were necessary.

3.1 2020/21 DATA

- **Gender**

Gender data for 2020/21 shows an overall achievement rate of 87.4% for male students and 90.6% for female students which is a strong outcome. This compares with 2019/20 figures of 87.2% and 84.3%. A slight improvement for male students and a substantial improvement for female students.

The data below also shows student numbers and retention rates as well as achievement. Retention rates were high for both male and female students.

	Leavers Overall	Completed Overall	Retention	Achieved Overall	Pass	Achievement
Male	2,116	1,958	92.50%	1,850	94.50%	87.40%
Female	3,924	3,696	94.20%	3,557	96.20%	90.60%

- **Age**

Data for these two age groups show retention and achievement gaps of only 0.5% which is extremely good. Retention is again high.

	Leavers Overall	Completed Overall	Retention	Achieved Overall	Pass	Achievement
16-18	3,062	2,859	93.40%	2,734	95.60%	89.30%
19+	2,978	2,795	93.90%	2,673	95.60%	89.80%

- **Ethnicity**

The data below breaks down the retention and achievement rates within the various groups.

Retention rates are generally encouraging. When looking at achievement data it can be seen that students within the 'Pakistani', 'unknown' and 'any other' groups have significantly lower rates. Mainly the low number of students affect the outcome within these groups

	Leavers Overall	Completed Overall	Retention	Achieved Overall	Pass	Achievement
Pakistani	7	6	85.70%	4	66.70%	57.10%
Unknown	10	6	60.00%	6	100.00%	60.00%
Any Other	96	87	90.60%	66	75.90%	68.80%
Black Other	8	7	87.50%	6	85.70%	75.00%
Chinese	12	10	83.30%	9	90.00%	75.00%
Indian	16	14	87.50%	12	85.70%	75.00%
Mixed	571	533	93.30%	486	91.20%	85.10%
Other Asian	24	23	95.80%	20	87.00%	83.30%
Black Caribbean	13	11	84.60%	11	100.00%	84.60%
White	5,726	5,370	93.80%	5,164	96.20%	90.20%
Black African	33	33	100.00%	31	93.90%	93.90%
Bangladeshi	6	6	100.00%	6	100.00%	100.00%

- **Socio-economic background**

Learners are categorised within 'eligible' or 'not eligible' dependent upon their home post codes. The 'eligible' category is defined by the Government who decide which code areas within Herefordshire and other counties are to be considered as deprived.

The table below showed that the achievement rate within this 'eligible' group was 87.5% compared to 89.9% for those classified at 'not eligible'. The achievement gap between these two groups is narrow as is the gap for retention.

	Leavers Overall	Completed Overall	Retention	Achieved Overall	Pass	Achievement
Eligible	1037	961	92.70%	907	94.40%	87.50%
Not eligible	5003	4693	93.80%	4500	95.90%	89.90%

- **Learning difficulty, disability or health problems**

Learners within this category have declared a disability, learning difficulty or health problem at some stage of their studies. Learners are asked at the application stage to declare any conditions that fall within these categories. Data is built on these responses. Learners are then added to this group throughout the academic year as necessary.

The data shows that the achievement rates for both disabled and non disabled cohorts is good at 89.6% and 89.2% and the gap between the two groups is extremely low. Both the retention and achievement data shows that the support and focus on students, regardless of their disability or health issues or difficulties is comprehensive and ensures that these students achieve their academic potential.

	Leavers Overall	Completed Overall	Retention	Achieved Overall	Pass	Achievement
No difficulty/disability/health problem	4,531	4,238	93.50%	4,060	95.80%	89.60%
Has difficulty/disability/health problem	1,499	1,406	93.80%	1,337	95.10%	89.20%
No information provided	10	10	100.00%	10	100.00%	

- **Looked After Children (LACs) now Children Looked After (CLAs)**

The term 'children looked after and young people' is generally used to mean those looked after by the state, according to relevant national legislation which differs between England, Northern Ireland, Scotland and Wales. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

The term is also used to describe 'accommodated' children and young people who are looked after on a voluntary basis at the request of, or by agreement with, their parents.

CLA achievement rate was 80.8% compared to non CLA of 89.6%. This is one of the largest gaps within the categories monitored but is connected with the students who have the greatest difficulties to overcome.

	Leavers Overall	Completed Overall	Retention	Achieved Overall	Pass	Achievement
Non CLA	5,967	5,586	93.60%	5,348	95.70%	89.60%
CLA	73	68	93.20%	59	86.80%	80.80%

- **Vulnerable students**

Students classed as vulnerable are those recorded on the College's safeguarding electronic system MyConcern who have received significant intervention with multi agency involvement. Problems experienced by this group of students will be serious and extremely disruptive to their ability to concentrate on, and in some case attend their education.

The achievement rate of 90.5% is therefore very encouraging and is higher than those of their peers who do not suffer from these influences. The retention rate of vulnerable students should also be noted as again it is high in itself and again higher than those who are classed as 'non vulnerable'

	Leavers Overall	Completed Overall	Retention	Achieved Overall	Pass	Achievement
Vulnerable	221	209	94.60%	200	95.70%	90.50%
Non Vulnerable	5819	5445	93.60%	5207	95.60%	89.50%

- **High Needs students**

High Needs students are funded for high levels of support. Retention rate for high needs students was extremely good in 2020/21 at 97.1% and better than retention of 93.5% for those without high needs. Achievement rate, although slightly lower than their peers is still encouraging

	Leavers Overall	Completed Overall	Retention	Achieved Overall	Pass	Achievement
Without High Needs	5,869	5,488	93.50%	5,255	95.8%	89.50%
With High Needs	171	166	97.10%	152	91.6%	88.90%

3.2 3 YEAR DATA COMPARISON

	2020/21				2019/20				2018/19			
	Completed Overall	Retention Rate	Achieved Overall	Achievement Rate	Completed Overall	Retention Rate	Achieved Overall	Achievement Rate	Completed Overall	Retention Rate	Achieved Overall	Achievement Rate
Overall	5,654	93.6%	5,407	89.5%	5,849	89.1%	5,600	85.3%	6,821	91.7%	6,567	88.3%
16-18	2,859	93.4%	2,734	89.3%	2,582	92.6%	2,458	88.2%	2,570	91.8%	2,430	86.8%
19+	2,795	93.9%	2,673	89.8%	3,267	86.5%	3,142	83.2%	4,251	91.6%	4,137	89.2%
Male	1,958	92.5%	1,850	87.4%	2,114	91.7%	2,009	87.2%	2,943	93.0%	2,852	90.2%
Female	3,696	94.2%	3,557	90.6%	3,735	87.7%	3,591	84.3%	3,878	90.7%	3,715	86.9%
Any Other	84	91.30%	63	68.50%	50	100.00%	44	88.00%	41	89.1%	41	89.1%
Bangladeshi	6	100.00%	6	100.00%	4	80.00%	4	80.00%	21	91.3%	21	91.3%
Black African	33	100.00%	31	93.90%	30	88.20%	30	88.20%	78	89.7%	76	87.4%
Black Caribbean	11	84.60%	11	84.60%	13	100.00%	13	100.00%	59	92.2%	56	87.5%
Black Other	7	87.50%	6	75.00%	8	88.90%	8	88.90%	21	100.0%	20	95.2%
Chinese	10	83.30%	9	75.00%	12	92.30%	7	53.80%	10	90.9%	9	81.8%
Indian	14	87.50%	12	75.00%	31	96.90%	28	87.50%	86	94.5%	84	92.3%
Mixed	81	91.00%	72	80.90%	65	90.30%	60	83.30%	99	91.7%	97	89.8%
Other Asian	23	95.80%	20	83.30%	29	90.60%	23	71.90%	31	91.2%	31	91.2%
Pakistani	6	85.70%	4	57.10%	16	100.00%	14	87.50%	56	90.3%	53	85.5%
Unknown	6	60.00%	6	60.00%	451	92.00%	394	80.40%	34	91.9%	33	89.2%
White	5,373	93.80%	5,167	90.20%	5,139	88.70%	4,975	85.90%	6,285	91.7%	9,046	88.2%

No difficulty/disability/health problem	4,238	93.50%	4,060	89.60%	4,458	89.2%	4,267	85.4%	5,248	91.5%	5,080	88.5%
Has difficulty/disability/health problem	1,406	93.80%	1,337	89.20%	1,386	88.8%	1,328	85.1%	1,567	92.4%	1,481	87.4%
No information provided	10	100.00%	10		5	100.0%	5	100.0%	6	100.0%	6	100.0%
Without High Needs	5,488	93.50%	5,255	89.50%	5,702	89.0%	5,465	85.3%	6,715	91.6%	6,465	88.2%
With High Needs	166	97.10%	152	88.90%	147	92.5%	135	84.9%	106	96.4%	102	92.7%
Non Child Looked After	5,586	93.6%	5,348	89.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Child Looked After	68	93.2%	59	80.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Vulnerable	209	94.6%	200	90.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non Vulnerable	5445	93.6%	5207	89.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disadvantage uplift	961	92.7%	907	87.5%	1,100	86.9%	1,047	82.7%	1,854	91.3%	1,796	88.5%
Non Disadvantage uplift	4693	93.8%	4500	89.9%	4,748	89.7%	4,553	86.0%	4,967	91.8%	4,771	88.2%

4. The Single Equality Scheme (SES) 2020/21

The SES for the 2020/21 academic year was monitored throughout the year at the Safeguarding and Equality and Diversity Committee as well as the Quality and Standards Committee.

5. The Single Equality Scheme (SES) 2021/22

The SES for the academic year 2021/22 has been drafted and is being presented to the Quality and Standards Committee on 24th November 2021 for approval. The SES was presented to CMT on 22nd November 2021.

6. Herefordshire College meetings

Links with the other three Colleges in Hereford continued to take place during the year but to a lesser extent due to the COVID lockdowns.

7. Equality and Diversity promotion

Promotion of a wide range of E& D events and celebration days took place during the in lockdown and at College.

8. Training

A combination of face to face and remote staff and student training and development continued through the 2020/21 academic year.

- Principal's briefing including long service awards
- Ofsted terminology
- Curriculum intent
- Course files
- Safeguarding during COVID 19
- Getting the most out of returning to work
- Supporting remote learning
- COVID 19 update
- COVID 19 return to work arrangements and Q & A
- Understanding ADHD, dyslexia and dyscalculia
- Individual review of teaching, learning and assessment
- Smartlog modules
- Mental health first aid for education settings
- Oppositional Defiant Disorder
- Engaging students from a distance (but still in the classroom)
- Insights and managing attendance
- Remote teaching and learning techniques
- Safer Recruitment
- On line evidence based teaching
- Targeted safeguarding training
- The functions of the Engage app
- On Track training
- Excel training
- Mark book
- Mental health and well being by Anna James
- MyConcern how to report

9. Observation of Teaching and Learning

The Safeguarding and Equality and Diversity Committee received verbal reports from Jo Ricketts, Deputy Principal, which highlighted the use of E&D examples within lessons. Teaching staff continue to be provided with support and materials to assist them in bringing E&D into their lessons and making it relevant to their subject areas.

Debra Baldwin
Director of Personnel
16th November 2021