

Equality and Diversity Annual Report 2015/16 & updated Strategy

Recommendation:	
<ol style="list-style-type: none"> 1) That the Governing Board receives and approves for publication the Annual Monitoring report and actions; and 2) Approves the updated strategy. 	
Policy/Strategy Implications:	
<p>Under a change of direction, a new policy for E&D and British Values referred to as the Single Equality Policy has been validated by senior management and approved by governors July 2016.</p>	
Finance/Resources/Risk Implications:	
<p>Sourcing further teaching and learning resources to ensure that Equality and Diversity and British Values are embedded in delivery across the provision.</p> <p>All themes are integral to our Ofsted inspection preparations and will be significant features explored to ensure that we are providing equality of opportunity. Identifying and acting upon themes relating to outcomes for specific learning groups</p>	
Legal/Statutory Implications:	
<p>Needs to meet the criteria of Ofsted and government statutory and legal requirements. It is requirement to publish annually how the College is meeting its public sector duty with respect of equality and diversity.</p>	
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Appendices:	1. BME Performance data

Introduction

This Equality and Diversity annual report for 2015/16 ensures that Lakes College continues to evaluate the impact of the Equality & Diversity strategy. This report includes:

- Outcomes for learners within specific groups
- Strategies that may be required as a result of any changes to this profile

Outcomes for learners

Headline Data

Overall Leavers with Achievement Rates	College Target	13/14	14/15	15/16
Overall Leavers		5,673	4,518	3,479
Overall Retention Rate	93%	92.0%	92.3%	88.1%
Overall Pass Rate	92%	89.9%	85.1%	91.8%
Overall Achievement Rate	85%	82.7%	78.5%	80.9%

Punctuality and Attendance

Attendance & Punctuality				
Attendance	90%	87.7%	82.5%	86.1%
Punctuality	95%	99.1%	98.9%	98.3%

Overall attendance, pass and achievement rates have improved. Retention of learners during 2015/16 requires improvement and key strategies to ensure this is realised have been outlined in curriculum update reports to governors, self-assessment and operational activity included within college and department quality improvement planning.

Performance by age Group

Table 4a: Overall Leavers with Achievement Rates		College Target	12/13	13/14	14/15	15/16
16-18	Overall Leavers	-	3,890	1,850	1,942	1,646
	Overall Retention Rate	93%	90.7%	91.1%	90.1%	84.9%
	Overall Pass Rate	92%	88.2%	85.1%	74.2%	87.0%
	Overall Achievement Rate	85%	80.0%	77.5%	66.8%	73.9%
19 +	Overall Leavers	-	3,397	3,823	2,576	1,833
	Overall Retention Rate	93%	91.3%	92.4%	93.9%	90.9%
	Overall Pass Rate	92%	94.2%	92.2%	93.0%	95.9%
	Overall Achievement Rate	85%	86.0%	85.2%	87.3%	87.1%

Despite improvements to pass and achievement rates there continues to be a significant achievement gap for learners by age group. Poor performance of 16–18 year old learners is directly linked; there are low achievement rates in functional skills maths and English, which is not a requirement for mature learners aged 19+; 16-18 retention rates decreased by 5.2% from 2014/15 data.

Further data analysis highlights the following points:

- The 2015/16 16-18 pass rate has increased by 12.8% from 2014/15. Although the achievement rate is 4.5% below national rates **this has improved** from 2014/15 from 68% to 73.9%.
- 19+ retention rates declined by 3% from 2014/15 but the **pass rate increased** by 2.9% and is now 0.7% above the national rate.

English and mathematics performance by age group

- 19+ learners in relation to FS/GCSE has seen a significant drop in retention but an **improved pass rate** on 2014/15. However there has been a 3.7% drop in achievement rate for this age group. Strategies to support improvements to the adult achievement rates have been implemented from the application stage and are fully embedded in learner activity
- 16-18 Functional Skills/GCSE **pass rates have improved significantly** from 65.1% in 2014/15 to 81.6% in 2015/16. Despite a dip in retention in 2015/16 the **achievement is much improved** on the previous year and is now 71.9% from a low 58.5%
- Overall GCSE English and maths statistics have improved from 2014/15 with pass and achievement rates significantly increasing. 16-18 learners make up 89% of the participants, which demonstrates the positive impact of improvement strategies for this age group. However 19+ learners have not performed as well as the 16-18 cohort, which is due to lower retention. Encouragingly pass rates for adult learners has improved and again reflects the impact of examination support.

Performance by Gender

16–18 female and male learners overall achievements rates are very similar, with males marginally achieving better by 1.3%. This is a significant improvement for males, narrowing the achievement gap from 2014/15. A combination of more focused career based IAG, individualised target setting, constructive challenge and support and regular review of learner progress is in place and will ensure consistency in the achievement profile.

Whilst 19+ male pass rates have improved from 2014/15 by 3.6% there is still an achievement gap of 3.3% in comparison to their female counterparts. Improvement strategies follow a similar model to the 16-18 gender group. However the support strategies in place reflect the individual needs of learners, in particular for adult learners who have increased external commitments that have influenced overall achievement.

Performance by Level

Pass rates at Level 1 and 2 for both 16-18 and 19+ learners are good to outstanding. However retention requires improvement at both Level 1 and 2 for 16-18 and Level 2 for 19+. As outlined in the curriculum update reports the retention improvement strategies are having a very positive impact, 2016/17 in-year data supports improvement and compares well against this period in the previous year (in brackets).

- Level 1 = 98.9% (97.1%)
- Level 2 = 98.3% (96.2%)
- Level 3 = 93.7 (93.7%)

In 2015/16 the pass rates for Level 3 19+ learners was excellent at 95.4%, however low retention (75%) had a detrimental impact on overall achievement rates, which subsequently requires improvement.

16–18 Level 3 retention and achievement rates were poor in 2015/16, however pass rates have improved significantly on 2014/15 figures from 76% to 88%. This highlights the importance of effective retention strategies to ensure that overall achievement rates for 2016/17 meet or exceed national data.

Previous school (16-18 learners only)

Learners from Cockermonth Academy were the highest achievers at 78.9% from the local school catchment. The remaining schools performed similarly to each other around the 75%-77% bracket.

However there is a noticeable difference in performance by learners from Netherhall School. Of the 120 leavers in 2015/16 the overall achievement was 65.8%, which is an improvement on 2014/15 (57.1%) outcomes but highlights the need for specific considerations to support learners embarking on programmes at Lakes College. Whilst seeing a generally improving performance trend by learners across all schools over the last three years, Netherhall School remains the lowest and slowest of the improving trend.

Performance by Disadvantaged Areas

Learners from disadvantaged areas have shown an increase of 3% achievement rates based upon the previous year. Performance is broadly in line with headline data for all learners, however retention is slightly lower (0.6%) for this group of learners. Strategies to ensure support is in place as early as possible and that barriers to learning are removed have proved effective in ensuring improvements. Support will continue to focus supporting learners from disadvantaged areas through close monitoring by Student Mentors, teachers and relevant support staff. There are significantly less students accessing education at Lakes College from this group of learners.

Table 11a: Overall Leavers with Achievement Rates	College Target	13/14	14/15	15/16
Overall Leavers		3,109	2,315	1,773
Overall Retention Rate	93%	91.7%	91.4%	87.5%
Overall Pass Rate	92%	89.4%	85.2%	92.1%
Overall Achievement Rate	85%	81.9%	77.8%	80.6%

Performance of High Needs Learners

Table 8a: Overall Leavers with Achievement Rates	College Target	14/15	15/16
Overall Leavers		77	106
Overall Retention Rate	93%	96.1%	95.3%
Overall Pass Rate	92%	85.1%	83.2%
Overall Achievement Rate	85%	81.8%	79.2%

16-18 learners' achievement rates on vocational programmes are 7.5% above the national rate, however assessment requirements have posed difficulties to all students' ability to achieve irrespective of high needs. 19+ maths and English basic skills have seen a steep decline of 34% below national rates for achievement but proportionally these numbers are very low

Children Looked After

In 15/16 there were 15 children looked after of which we retained 13 (87%) of the learners, with 100% achieving their qualification aim. This demonstrates the success of intervention and support strategies in place. The close monitoring of progress through the safeguarding group allows a review of progress on a monthly basis with intervention discussed and adjustments applied as required.

Performance by Ethnicity

The numbers of learners from minority ethnic groups are low and have declined over time since the ESOL provision was removed from the curriculum offer. Overall the pass rate is good for the majority of learners with a very small number of retention and achievement issues, which are based upon very low numbers in some ethnic groups. The full performance profile is included in **Appendix 1** of this report.

Performance by Disadvantaged Area Learners for Higher Education

Table 7a: Overall Leavers with Achievement Rates		College Target	12/13	13/14	14/15	15/16
Overall Leavers			9	60	50	66
Overall Retention Rate	93%		88.9%	88.3%	88.0%	90.9%
Overall Pass Rate	92%		87.5%	90.6%	97.7%	96.7%
Overall Achievement Rate	85%		77.8%	80.0%	86.0%	87.9%

Table 7a above outlines outstanding pass rates with increasing participation rates by learners who come from areas of deprivation. This follows significant work to promote the benefits of accessing a local HE offer and in particular how it can increase employment opportunities and raise salary expectations.

Ethnic groups accessing HE remain very much in the minority with only 1 learner in 2015/16. This has been identified as an area to promote during our marketing campaigns alongside raising the profile visually around Lakes College.

Staff recruitment profile

For details of the staff profile in relation to equality and diversity and the nine protected characteristics please refer to the HR annual governors report, September 2016.

Cultural development and enrichment

A number of events and activities have taken place to further enhance the cultural awareness and raise the profile of equality and diversity across Lakes College. A recent example of this involved over 100 learners from a range of curriculum areas participating in an 'emergency planning exercise' led by the Police and included other services and support groups. The scenario was designed to challenge support services to ensure that the cultural and religious needs of diverse ethnic groups were considered during a crisis situation. The experience gained was excellent education for our learners and staff who participated in briefings by various faith and support organisations. Feedback and evaluation was superb, describing how quickly and respectfully Lakes College engaged in all aspects of the exercise. This experience also allowed us to establish new relationships with groups established to support diversity in our community.

Conclusions/Recommendations

- 1) The Corporation accepts the Equality & Diversity annual report for 2015/16 and Quality improvement actions are considered and agreed, as below
 - a) Robust initial advice and guidance is offered to continue to ensure the learner is on the right course, right level that enables progression to their chosen destination;
 - b) Teaching, learning and assessment practices are rigorous and innovative and engage learners, while providing stretch and challenge to maximise achievement across all groups;
 - c) The College continues to embed Equality and Diversity as well as British Values in all provision;
 - d) Continuous Professional Development opportunities focus on the needs identified from performance management to address themes from learning walks and observations;
 - e) A culture of students accessing the Student Success Hub is embedded, which will provide a support service to all learners;
 - f) There is a continued focus on learners' achievements and achievement gaps in relation to the nine protected characteristics;
 - g) The promotion to males and females of non-traditional courses is continued, such as females into engineering and the nuclear industry, and males into Health and Childcare;
 - h) Images and marketing materials reflect the promotion of equality of opportunity to the nine protected characteristics as well as British Values;
 - i) A range of events is delivered that constructively expose our learners to the diverse society they live in; promoting recognition of the differences, needs and requirements of multi-cultural Britain
 - j) Work proactively with partners and stakeholders to raise the profile of BME groups, multi-faith organisations and support agencies

- 2) The update of the Equality and Diversity Strategy is approved.

Appendix 1 – BME Performance data

Table 13a: Overall Leavers with Achievement Rates		College Target	12/13	13/14	14/15	15/16
African	Overall Leavers	-	28	47	9	12
	Overall Retention Rate	93%	82.1%	91.5%	88.9%	83.3%
	Overall Pass Rate	92%	82.6%	97.7%	100.0%	100.0%
	Overall Achievement Rate	85%	67.9%	89.4%	88.9%	83.3%
Any Other Asian background	Overall Leavers	-	71	31	7	2
	Overall Retention Rate	93%	98.6%	90.3%	100.0%	100.0%
	Overall Pass Rate	92%	98.6%	92.9%	85.7%	50.0%
	Overall Achievement Rate	85%	97.2%	83.9%	85.7%	50.0%
Any Other Black/African/Caribbean background	Overall Leavers	-	19	11	2	1
	Overall Retention Rate	93%	94.7%	100.0%	100.0%	100.0%
	Overall Pass Rate	92%	88.9%	100.0%	100.0%	100.0%
	Overall Achievement Rate	85%	84.2%	100.0%	100.0%	100.0%
Any other ethnic group	Overall Leavers	-	8	9	3	4
	Overall Retention Rate	93%	87.5%	66.7%	33.3%	100.0%
	Overall Pass Rate	92%	85.7%	100.0%	100.0%	75.0%
	Overall Achievement Rate	85%	75.0%	66.7%	33.3%	75.0%
Any Other Mixed/Multiple ethnic background	Overall Leavers	-	6	6	5	2
	Overall Retention Rate	93%	66.7%	33.3%	100.0%	100.0%
	Overall Pass Rate	92%	75.0%	100.0%	100.0%	100.0%
	Overall Achievement Rate	85%	50.0%	33.3%	100.0%	100.0%
Any Other White Background	Overall Leavers	-	114	101	49	46
	Overall Retention Rate	93%	87.7%	94.1%	98.0%	100.0%
	Overall Pass Rate	92%	95.0%	88.4%	81.3%	91.3%
	Overall Achievement Rate	85%	83.3%	83.2%	79.6%	91.3%
Arab	Overall Leavers	-	3	4	1	1
	Overall Retention Rate	93%	66.7%	75.0%	0.0%	100.0%
	Overall Pass Rate	92%	0.0%	100.0%	NaN	100.0%
	Overall Achievement Rate	85%	0.0%	75.0%	0.0%	100.0%
Bangladeshi	Overall Leavers	-	10	16	4	2
	Overall Retention Rate	93%	100.0%	87.5%	100.0%	50.0%
	Overall Pass Rate	92%	90.0%	100.0%	50.0%	100.0%
	Overall Achievement Rate	85%	90.0%	87.5%	50.0%	50.0%
Caribbean	Overall Leavers	-	7	19	2	4
	Overall Retention Rate	93%	100.0%	89.5%	100.0%	100.0%
	Overall Pass Rate	92%	85.7%	100.0%	100.0%	100.0%

	Overall Achievement Rate	85%	85.7%	89.5%	100.0%	100.0%
Chinese	Overall Leavers	-	15	9	4	10
	Overall Retention Rate	93%	93.3%	100.0%	100.0%	100.0%
	Overall Pass Rate	92%	100.0%	100.0%	100.0%	80.0%
	Overall Achievement Rate	85%	93.3%	100.0%	100.0%	80.0%
English/Welsh/Scottish/Northern Irish/British	Overall Leavers	-	6,866	5,199	4,386	3,367
	Overall Retention Rate	93%	90.9%	92.0%	92.3%	87.8%
	Overall Pass Rate	92%	91.0%	89.8%	85.1%	91.8%
	Overall Achievement Rate	85%	82.7%	82.6%	78.5%	80.6%
Gypsy or Irish Traveller	Overall Leavers	-		3	1	
	Overall Retention Rate	93%	NaN	66.7%	100.0%	NaN
	Overall Pass Rate	92%	NaN	50.0%	0.0%	NaN
	Overall Achievement Rate	85%	NaN	33.3%	0.0%	NaN
Indian	Overall Leavers	-	20	10	2	5
	Overall Retention Rate	93%	95.0%	100.0%	100.0%	80.0%
	Overall Pass Rate	92%	94.7%	100.0%	100.0%	100.0%
	Overall Achievement Rate	85%	90.0%	100.0%	100.0%	80.0%
Irish	Overall Leavers	-	6	7	2	3
	Overall Retention Rate	93%	100.0%	71.4%	100.0%	66.7%
	Overall Pass Rate	92%	83.3%	100.0%	100.0%	100.0%
	Overall Achievement Rate	85%	83.3%	71.4%	100.0%	66.7%
Not Provided	Overall Leavers	-	81	127	7	3
	Overall Retention Rate	93%	92.6%	96.1%	71.4%	100.0%
	Overall Pass Rate	92%	90.7%	87.7%	100.0%	66.7%
	Overall Achievement Rate	85%	84.0%	84.3%	71.4%	66.7%
Pakistani	Overall Leavers	-	15	41	21	7
	Overall Retention Rate	93%	100.0%	92.7%	90.5%	100.0%
	Overall Pass Rate	92%	73.3%	89.5%	100.0%	85.7%
	Overall Achievement Rate	85%	73.3%	82.9%	90.5%	85.7%
White and Asian	Overall Leavers	-	14	14	11	4
	Overall Retention Rate	93%	85.7%	92.9%	100.0%	100.0%
	Overall Pass Rate	92%	83.3%	84.6%	72.7%	100.0%
	Overall Achievement Rate	85%	71.4%	78.6%	72.7%	100.0%
White and Black African	Overall Leavers	-	7	2	3	2
	Overall Retention Rate	93%	100.0%	50.0%	100.0%	100.0%
	Overall Pass Rate	92%	85.7%	100.0%	100.0%	100.0%
	Overall Achievement Rate	85%	85.7%	50.0%	100.0%	100.0%
White and Black Caribbean	Overall Leavers	-	8	17	4	3
	Overall Retention Rate	93%	87.5%	100.0%	50.0%	100.0%

Overall Pass Rate	92%	100.0%	88.2%	100.0%	100.0%
Overall Achievement Rate	85%	87.5%	88.2%	50.0%	100.0%