



# CROSS COLLEGE (SUPPORT FOR STUDENTS) SELF ASSESSMENT REPORT



INVESTOR IN PEOPLE

**SUPPORT FOR STUDENTS AREA: Equality and Diversity**

**ACADEMIC YEAR: 2010-2011**

## **PROGRESS FROM PREVIOUS SELF-ASSESSMENT REPORT AND QUALITY ASSURANCE:**

<b>ITEM</b>	<b>PROGRESS</b>
Coverage of Equality and Diversity issues across all area SARs and academic schemes of work.	Balanced coverage improved and in evidence; embracing Equality and Diversity issues within Academic Schemes of Work, lesson plans and all area SARs.
Broadening of MIS data re: newly defined "Protected Characteristics" required	Work ongoing to include new "Protected Characteristics" (where appropriate).
Improved quality of Equality and Diversity issues within staff appraisals (including lesson observations where appropriate).	Equality & Diversity discussed and recorded during lesson observations and staff appraisals.
Targeted, annual Equality & Diversity staff and student training	AP (Progress) has attended relevant external E&D seminars; annual training (alongside Safeguarding) continuing in-house.
Continued growth in numbers of students from non-feeder schools likely to require more significant/diverse link network to deal with LLDD disclosure.	Improved direct liaison directly with non-feeder schools has fostered a more transparent process of LLDD disclosure and earlier tracking of student support needs.
Annual review of Action Plans for Race, Gender and Disability Schemes (within Duty) in line with internal and external change/legislation.	College Equality and Diversity Duty and Schemes embedded and monitored within the college quality cycle. Review for 2012 update planned.
Maintain a record of any discriminatory acts that may occur across the college.	Discriminatory acts recorded centrally in Safeguarding log book.
Incorporate EIA schedule within existing college-wide policy review schedule.	Policies are prioritised and regularly reviewed in line with Equality and Diversity. Schedule for EIAs covers all policies.
Continue improvement regarding exam invigilation arrangements for students requiring learner support.	Exam invigilation continues to meet the demands of a growing population of students requiring learner support. Additional room availability (through new 2011 timetable).

## **FACILITIES inc HEALTH & SAFETY AND SAFEGUARDING:**

Assistant Principal (Progress); Equality and Diversity Committee, Heads of Faculty and Heads of House, part of job description. Study Support Team and Premises

## LEADERSHIP AND MANAGEMENT

STRENGTHS AND WEAKNESSES	EVIDENCE		
<p>S1. Excellent study support for all students, enabling them to make the transition into the sixth form and to prepare for work/HE path through high profile enrichment.</p> <p>S2 Clear leadership ensures that an inclusive culture, ethos and vision has responded to the needs of students/staff, the legal agenda (race relations, disability and child protection) and the focus of the Equality and Human Rights Commission.</p> <p>S3 Pre-enrolment advice and guidance enables the growing student population to continue to make a smooth transition into sixth form environment.</p> <p>S4 Equality &amp; Diversity report to the Quality and Standards Committee and the Joint Staff Governors Committee (key measures; achievement and retention of students by gender, race, disability, previous school and post code).</p> <p>S5 Quality Assurance and monitoring are rigorous, effective and in line with the fully embedded Equality and Diversity Duty and Schemes.</p> <p>W1 Balanced coverage of Equality and Diversity issues across all area SARs and academic schemes of work need to be maintained.</p> <p>W2 Broadening of MIS data required through Liaison with the CC about value added gender and ethnicity figures in subject areas. Measure attendance/punctuality (in addition to success, retention, achievement, value added) of students by protected characteristics, as appropriate.</p> <p>W3. Improved quality of Equality and Diversity issues within Staff Appraisals (and lesson observations where appropriate).</p>	<p>S1 Enhanced pre-enrolment advice and guidance as well as on course assessment and support (ILR return showing significant ALS work being done).</p> <p>S2 Transparent policies and practice across the whole college. Equality and Diversity reports show progress (retention and achievement) is in line for all students. Detailed reports to Governors, via Principal's Annual Report, Quality &amp; Standards Committee and Joint Staff Governors Committee. Well publicised student and staff activity in charity and voluntary work, locally and internationally.</p> <p>S3 Reviewed and improved "Welcome Day" experience; further tutor guidance orchestrated through Tutorial Committee.</p> <p>S4 Regular reports maintained, action points highlighted and tracked through Annual review of Action Plans for Race, Gender and Disability Schemes (within Duty) in line with internal and external change/legislation. Review for 2012 update planned.</p> <p>S5 Equality and Diversity is fully embedded in the SAR and QIP process at all levels. College Equality and Diversity Report effectively monitor progress and sets action/targets.</p> <p>W1 The Curriculum Committee and Quality Group have successfully developed Equality and Diversity promotion in these areas.</p> <p>W2 Analysis of all key protected characteristics, including LLDD work developing. Clear data for analysis of all areas across the college.</p> <p>W3 Maintain over-arching audit of appraisal reviews to check that Equality and Diversity issues are discussed, where appropriate. Equality and Diversity represented during teaching and support staff appraisal.</p>		
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## CONCLUSION

KEY STRENGTHS AND KEY WEAKNESSES		
<p>S1 Excellent study support for all students, enabling them to make the transition into the sixth form and to prepare for work/HE path through high profile enrichment.</p> <p>S2 Inclusive culture, ethos and vision</p> <p>S5 Quality Assurance and monitoring are rigorous, effective and in line with the fully embedded Equality and Diversity Duty and Schemes.</p> <p>W2 Broadening of MIS data required through Liaison with the CC about value added gender and ethnicity figures in subject areas. Measure attendance/punctuality (in addition to success, retention, achievement, value added) of students by protected characteristics, as appropriate.</p> <p>W3 Improved quality of Equality and Diversity issues within Staff Appraisals (and lesson observations where appropriate).</p>		
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