

The College of Richard Collyer

EQUALITY, DIVERSITY, AND INCLUSIVITY REPORT 2023-24



Introduction

This report provides an overview of EDI data reporting for academic year 2023-24 in compliance with the [Public sector equality duty \(2011\)](#), which requires the college to:

- Provide 'particular information relating to persons who share a relevant protected characteristic who are a) its employees; b) other persons affected by its policies and practices'
- To set equality objectives which are 'specific and measurable'
- To publish this data 'in such a manner that the information is accessible to the public'.

The aims of the college as defined in the [EDI policy](#) are:

- To support all members of the Collyer's community to reach their full potential, regardless of individual characteristics.
- To uphold a culture of respect where all staff, students and visitors feel welcome and safe by ensuring that all expressions of prejudice are challenged and resolved.
- To celebrate and make visible the diversity of the college.
- To ensure compliance with all legal obligations as informed by the [Equality Act \(2010\)](#) and with due regard to the [Public sector equality duty \(2011\)](#)

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IMPORTANT NOTE: *in the following report, value added analysis has been provided to allow comparison of progress made by groups of students. The value added measure reported is the DfE's Level 3 Value Added (L3VA) based upon the most recent national dataset of 2019. Due to the fluctuations in GCSE grades on entry during and post pandemic, using the 2019 L3VA national dataset for benchmarking progress leads to scores that are approximately 0.4* less than in normal times. Taking any of the L3VA values in isolation as an indicator of progress would be very misleading; instead it is more appropriate to use the L3VA values in this report for comparison of groups of students. A rough approximation of value added could be made by adding 0.4 to the L3VA values recorded in this report. Please be reassured that progress made by Collyer's students remains high. Alternative value added measures using 2024 national** datasets place Collyer's 14th amongst 92 Sixth Form College's nationally, and within the top 20% of all state and independent schools and colleges.*

*L3VA reports the fraction of a grade on average students have achieved above national averages according to their prior achievement at GCSE.

**the alternative value added measures are the Sixth Form College's Sixth Sense report that comprises of data from 92 sixth form colleges nationally, and Alps that comprises of data from approximately 40% of all schools and colleges nationally. Both value added measure employ very large datasets to establish benchmarks, though are not strictly the complete national dataset as used by L3VA.

Review of 2023-24 Equality Objectives

Objective 1: **Improve EDI curriculum coverage**

This objective aims to embed EDI into curriculum areas as this is a student's primary interaction with the college. The approach this year will be to look at sharing best practice.

Curriculum subjects remained alert to providing opportunities to embed EDI coverage within subject lessons and draw students' attention to this where appropriate. The aim of increasing opportunities to share best practice between subjects was not achieved this year, largely due to the increased focus on embedding stakeholder links and skills development into subject delivery in response to the Skills Agenda. However, EDI awareness has continued to be implemented through the tutorial and enrichment programmes, especially through societies such as Feminist Society, Multi-Cultural Society, LGBTQ+ Society, Trans Society, and through content and events for Black History Month, International Women's Day and Culture Day.

Objective 2: **Embed an approach to Black History Month with black student leadership**

This aims to give students greater agency and a platform to practice skills which they can then demonstrate in university and job applications. This will be supported by the creation of more EDI enrichment opportunities (see objective 5).

Working closely with the EDI reps, student leadership for Black History Month was established in 2023-24, ready to publish tutorial material in October 2024. The RCU reps and leaders of the Multicultural Society also established a student planning team to support the yearly transition of new leadership of the Multicultural Society. There was an exhibition of BHM artwork in the library to ensure greater visibility throughout October, providing a positive impact to a wide audience.

Objective 3: **Improve visibility of other cultures and religions**

This aims for students to produce desktop backgrounds for cultural and religious days throughout the college year. This approach is already practiced in many school settings.

This plan to produce desktop backgrounds to highlight cultural and religious days was explored but unfortunately wasn't possible to achieve due to IT limitations. Instead, a [monthly calendar of EDI events](#), displaying cultural and religious days throughout the year was featured online in StudentCommonRoom.

Objective 4: **Establish multi-faith prayer space**

Prayer spaces have been provided ad hoc in previous years and based on student feedback this would benefit from being more permanent and accessible for students.

This was reasonably well implemented considering RAAC pressures, but the room therefore had to move around throughout the year which was not ideal for consistency. Suitable space was available throughout the whole year and students were happier with the prayer room arrangement than they had been in previous years. However, users of the prayer space fed back that frequent movement of the room made it difficult to use and establish a regular routine.

Objective 5: **Embed weekly EDI enrichment**

A weekly EDI enrichment will run in the first term which can then be used as a platform to establish more specific EDI groups to meet student interests in the Spring term.

A very successful year for the Feminist society (now in its 12th year), and the long-running LGBTQ society which have both made the transition to the new enrichment programme. The Trans society is now entering its third year. An EDI Society ran in the first round of enrichment this academic year which acted as a springboard to establish other societies with an EDI focus including Muslim Union, Hindu Society, Multicultural Society and Asian Society. Due to low attendance figures and limited appetite for student leadership, some of the smaller societies ceased to run, however the 'broadest' societies tended to have greater numbers (Multicultural and Asian societies) and will continue into 2024-25. The new EDI society for 23-24 launched the successful Culture Day. Embedding the Trans, Feminist and LGBTQ societies into the college community provides a regular forum for the college to use for feedback on e.g. tutorial resources and events. The newly created Enrichment SharePoint has a dedicated [EDI section](#) for students to learn about the college's EDI enrichment provision.

Objective 6: Research male high grades gap

The objective here is to work with curriculum to examine reasons behind the male high grades gap by looking at a wider data picture of tracking, attendance, etc.

See analysis for Objective 8. A more granular analysis of male student data would provide curriculum with more specific targets to improve male student achievement gaps. However, it is worth noting that there are no significant differences in the VA scores for male students.

Objective 7: Further research into course outcomes for black students

The objective here is to work with curriculum to examine reasons behind black student exam outcomes by looking at a wider data picture of tracking, attendance, etc.

See analysis for Objective 8. A more granular analysis of black student data would provide curriculum with more specific targets to improve black student achievement gaps. However, it is worth noting that there are no significant differences in the VA scores for black students.

Objective 8: Extend monitoring of protected characteristic students beyond grade outcomes

This objective aims to extend the remit of this report to give a wider data picture of protected characteristic students including attendance and tracking data to develop a deeper understanding of some of the final outcomes seen in exam results.

We now have data reports covering retention, attendance and engagement with enrichment for some of the protected characteristics, e.g. gender, ethnicity, SEND and free college meals as well as the existing data for academic achievement. This data is reported within the Personal Development and College SAR 2023-24 and there will also be increased reporting in Education KPIs. Going forwards, this wider data picture will enable more effective interventions and strategies for improvement for targeted groups. It was felt that a more granular analysis of black and male student data would provide curriculum with more specific targets to improve black and male student achievement gaps. However, it is worth noting that there are no significant differences in the VA scores for black and male students.

Student Data 2023-24

The Equality Act (2010) outlines [nine protected characteristics](#): age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Of these characteristics, of most relevance to our students are **disability, 'gender reassignment', race, religion, sex, sexual orientation**.

College Community

This data concerns the college full-time day student community only.

Gender

	<i>Total</i>	<i>Percentage</i>
Number of female* students	1274	54.35%
Number of male* students	1070	45.65%
Total	2344	100%

* This data refers to sex assigned at birth required for the ILR return
39 students declared a gender identity which differs from sex assigned at birth (ref Trans).

Ethnicity

	<i>Total</i>	<i>Percentage</i>
Asian	205	8.7%
Black	64	2.7%
Mixed / Multiple ethnic group	163	7.0%
White British	1704	72.7%
White Other	176	7.5%
Other	32	1.4%
Total	2344	100%

Data self-declared by students at enrolment. Categories taken from <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/ethnic-groups>

Disability

	<i>Total</i>	<i>Percentage</i>	<i>Female</i>	<i>Male</i>
Physical/mental/learning difficulty/ disability declared at enrolment (MED/MEN 1+2)	652	27.7%	440	212
SEND	423	17.9%	222	201
EHCP	23	0.98%	9	14

Socio-economic status

	<i>Total</i>	<i>Percentage</i>	<i>Female</i>	<i>Male</i>
Bursary (this category includes all students on free college meals)	160	6.8%	110	50
Free college meals students	65	2.8%	40	25

Enrolment data is not collected on 'gender reassignment', religion or sexual orientation.

Context: Outcome data is presented here for A level, BTEC Double and BTEC Single results. This data is designed to be representative of the college's academic and vocational offer. Not every course offered is reflected within this data for reasons of student numbers and course weighting.

Gender

A Level:

	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High Grades</i>	<i>Value added</i>
Female	1161	6.45	88.4%	98.4%	58.0%	- 0.29
Male	867	6.23	89.2%	99.5%	57.2%	- 0.18
Total	2028	6.35	88.7%	98.9%	57.6%	- 0.24

Of 46 Trans student course entries for A level, high grades outcomes were 50%, down from last year's 65%, and pass rates 97.8%.

BTEC Double:

	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High grades</i>	<i>Value added</i>
Female	52	4.78	86.7%	100%	98.1%	1.07
Male	53	4.24	88.3%	100%	88.7%	0.51
Total	105	4.55	87.5%	100%	93.3%	0.79

Of the 2 Trans student course entries for BTEC Double, high grades outcomes were 100% and pass rates 100%.

BTEC Single:

	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High grades</i>	<i>Value added</i>
Female	164	5.12	83.2%	98.2%	55.5%	0.07
Male	199	5.14	81.2%	99.5%	47.7%	0.03
Total	363	5.13	82.1%	98.9%	51.2%	0.05

Of the 13 Trans student course entries for BTEC Single, high grades outcomes were 53.8% and pass rates 100%.

Analysis: High grades gaps between male and female students has reduced since last year, now only 1.2% at A level, although the pattern of lower GCSE grades on entry and lower value added at completion persists this year. The higher average GCSE for female A Level students than that of male students is one of the key contributing factors to the high grades gap. This is recognised as a national trend year on year. Male retention rates in A Levels favour well in comparison to females, as do the male BTEC Double students, which does not match the trend in Single BTECs. This may indicate a stronger commitment among male students, although many other factors contribute to students withdrawing from courses.

The high grades and value-added gaps are greater at BTEC, although it is worth noting that both female and male students achieve significantly higher value added than A Level students, who start from higher GCSE averages. As with A Levels, females outperformed males in BTEC high grades, indicating a consistent trend of better outcomes for female students.

Ethnicity

Not all students declare their ethnicity at enrolment and not every ethnic group has been included here if it is very small. Therefore, totals will not add up to cohort totals. BTEC totals are already far smaller and so have just been divided into white students and students of colour. Total cohort statistics are included here for reference.

A Level:

Table 1

	Total	Av. GCSE score	Retention	Pass rate	High Grades	Value added
Students of colour	337	6.34	88.7%	99.1%	55.5%	- 0.25
White students	1691	6.46	89.5%	98.8%	58.1%	- 0.24
<i>Total cohort</i>	2028	6.44	88.7%	98.9%	57.6%	- 0.24

Table 2

Students of colour breakdown:	Total	Av. GCSE score	Retention	Pass rate	High Grades	Value added
Asian	128	6.27	96.2%	98.4%	51.6%	- 0.33
Chinese	26	6.6	100%	100%	73.1%	0.38
Asian mixed	72	6.89	96%	100%	65.3%	- 0.06
Black	34	5.9	91.9%	100%	35.3%	- 0.29
Black mixed	35	6.17	68.6%	97.1%	45.7%	- 0.52
White British	1533	6.5	88.4%	99.1%	58.2%	- 0.24
White Other	158	6.15	91.8%	96.2%	57.0%	- 0.25
<i>Total cohort</i>	2028	6.44	88.7%	98.9%	57.6%	- 0.24

A Level Analysis:

The data for A Level indicates that students of colour enrol at Collyer's with a lower GCSE average than white students at the college. This gap of 0.12 suggests a foundational disparity that may impact performance at A Level. In terms of high grades, students of colour achieve 55.5% compared to 58.1% for white students, reinforcing the trend of lower performance among ethnic minority groups. This pattern suggests a repeat of previous years' trends of underperformance by students of colour, starting at GCSE and continuing into A Level. However, it is noteworthy that the value added of students of colour is only 0.01 below white students, indicating that their trajectory of performance is not dissimilar to that of white students at Collyer's. Achievement data for A Level black students is the lowest of all ethnic groups, with an average GCSE of 5.9 and high grades at 35.3%, although their value added score is higher than that of Asian and Black Mixed students. This again reinforces that fact that their trajectory of performance is not significantly different to other ethnic groups within the college. Black mixed heritage students appear to have significantly lower retention rates at 68.6%, compared to the average 88.7% for the total cohort although the Black mixed heritage cohort is very small. The college data continues to reflect national trends in achievement by ethnicity across the country.

BTEC Double:

Table 1

	Total	Av. GCSE score	Retention	Pass rate	High Grades	Value added
Students of colour	27	4.23	87.1%	100%	96.3%	1.10
White students	85	4.62	87.6%	100%	92.3%	0.68
<i>Total cohort</i>	105	4.55	87.5%	100%	93.3%	0.79

Table 2

<i>Students of colour breakdown</i>	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High Grades</i>	<i>Value added</i>
Asian	5	4.18	71.4%	100%	100%	1.13
Chinese						
Asian mixed	4	4.87	100%	100%	100%	0.70
Black	9	3.69	100%	100%	88.9%	1.25
Black mixed	5	4.43	83.3%	100%	100%	0.48
White British	71	4.61	91%	100%	91.5%	0.66
White Other	7	4.82	100%	100%	100%	0.87
<i>Total cohort</i>	105	4.55	87.5%	100%	93.3%	0.79

BTEC Single:

Table 1

	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High Grades</i>	<i>Value added</i>
Students of colour	84	4.43	89.4%	100%	36.9%	0.09
White students	279	5.25	80.2%	98.6%	55.6%	0.04
<i>Total cohort</i>	363	5.13	82.1%	98.9%	51.2%	0.05

Table 2

<i>Students of colour breakdown:</i>	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High Grades</i>	<i>Value added</i>
Asian	28	4.14	87.5%	100%	28.6%	0.11
Chinese						
Asian mixed	7	5.16	87.5	100%	57.1%	0.04
Black	22	4.46	100%	100%	45.5%	0.03
Black mixed	13	4.37	86.7%	100%	30.8%	0.16
White British	251	5.27	79.9%	98.8%	56.2%	0.04
White Other	28	5.27	82.4%	96.4%	50.0%	-0.02
<i>Total cohort</i>	363	5.13	82.1%	98.9%	51.2%	0.05

BTEC Analysis:

The pass rate for all BTEC Double students is extremely high at 100%, with parity across all ethnic groups. Unlike A Levels, high grades in BTEC Double for students of colour is higher than white students, as is their value added. Black students, who enter with the lowest GCSE average achieve the highest value added in BTEC Double, closing the achievement gap. Significant improvements have been made across the board by all students since last year, notably students of colour have risen from 70% high grades to 96.3%. Of those, Asian and mixed heritage black and Asian students achieved 100% high grades in Double BTEC. BTEC single outcomes did not reflect the same upward trend from last year. In particular, the high grades of students of colour dropped from 51% to 36.9% and retention from 100% to 89.4%. Pass rates for all students of colour was 100%, an improvement on last year and higher than the pass rate of white students. They also had better retention rates than white students in BTEC Single, and as a whole cohort students of colour had greater value added. However, students of colour achieved significantly lower high grades in BTEC Single Awards. It is worth noting that Asian students entered college with the lowest GSCE average and achieved the lowest rate of high grades at 28.6%, but achieved the highest value added at 0.11 showing significant progress made since GCSEs. White British Students had the lowest retention of all groups and White Other Students had the lowest, and only minus, value added for BTEC Single. Overall, data suggests that students of colour are closing the achievement and high grades gaps on white students in both BTECs.

Disability

In the Equality Act a disability means a physical or a mental condition which has a substantial and long-term impact on normal day to day activities. The college data most likely to reflect that definition is our 'MED1+2' and 'MEN1+2' categories which refer to acute and serious mental and physical health issues/conditions. SEND data refers to students with special educational needs and disabilities, and is a category widely used in the education sector and therefore allows for nationwide comparison, within which EHCP would ordinarily cover the students with the highest needs.

A level:

603 - 874	Total	Av. GCSE score	Retention	Pass rate	High Grades	Value added
MED 1+2	248	6.40	88.6%	97.6%	52.8%	- 0.43
MEN 1+2	359	6.51	79.4%	98.1%	52.4%	- 0.37
SEND	258	6.27	90.2%	99.2%	50.0%	- 0.23
EHCP	9	7.13	75%	100%	77.8%	- 0.28
Total cohort	2028	6.44	88.7%	98.9%	57.6%	- 0.24

BTEC Double:

	Total	Av. GCSE score	Retention	Pass rate	High Grades	Value added
MED 1+2	12	4.49	75%	100%	91.7%	0.58
MEN 1+2	17	4.86	73.9%	100%	94.1%	0.47
SEND	15	4.6	88.2	100%	93.3%	0.94
EHCP	2	3.54	66.7%	100%	100%	0.8
Total cohort	105	4.55	87.5%	100%	93.3%	0.79

BTEC Single:

	Total	Av. GCSE score	Retention	Pass rate	High Grades	Value added
MED1+2	36	5.37	81.8%	94.4%	52.8%	- 0.02
MEN 1+2	69	4.96	65.7%	98.6	47.8	0.01
SEND	48	5.07	82.8%	100%	56.3%	0.07
EHCP	5	5.23	100%	100%	0.0%	- 0.31
Total cohort	363	5.13	82.1%	98.9%	51.2%	0.05

Analysis:

The cohort of students with MED (1&2), MEN (1&2) and SEND significantly increased in A Level and BTEC Single students since 2022-23. There were 271 more A level students within these categories and 70 more BTEC single students. There is no comparable data for Double BTEC students in 2022-23. Students within the Disability categories at Collyer's have achieved excellent results again in comparison with national trends of underachievement. At A Level, pass rates and high grades are lower than in 2022-23, most notably for those with SEND and EHCPs. All students within the Disability categories have minus value added at A Level but follow the same trend as the rest of the college cohort. At A Level, students with MED 1&2 have the lowest value added and students with SEND the lowest high grades. The relatively small cohort of students with EHCPs (9) makes it difficult to compare data, but it should be celebrated that these students had 100% pass rate and 77.8% high grades. BTEC Double data shows excellent pass rates (100%) for all, and high grades are in line with the college average. All BTEC Double students achieved positive value added, with both SEND and EHCP students achieving higher value added than the college average. Retention rates for MEN 1+2 and SEND are above those of BTEC Single Awards and high grades are higher across all groups. Comparison of BTEC Single student data from last year shows a pattern of lower retention, pass rates and high grades but this is also true of the total college cohort.

Socio-Economic Background

Although not a protected characteristic under the Equality Act, socio-economic background is widely reported to be a factor in student outcomes.

Students are identified here if they received a college bursary and/or free college meals (FCM).

A level:

	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High Grades</i>	<i>Value added</i>
Bursary (this includes 43 students on FCM)	95	5.65	75.4%	97.9%	28.4%	- 0.36
Free College Meals	43	5.37	93.5%	97.7%	11.6%	- 0.72
<i>Total cohort</i>	2028	6.44	88.7%	98.9%	57.6%	- 0.24

BTEC Double:

	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High Grades</i>	<i>Value added</i>
Bursary (this includes 4 students on FCM)	8	4.32	88.9%	100%	87.5%	0.88
Free College Meals	4	3.97	80%	100%	75%	1.11
<i>Total cohort</i>	105	4.55	87.5%	100%	93.3%	0.79

BTEC Single:

	<i>Total</i>	<i>Av. GCSE score</i>	<i>Retention</i>	<i>Pass rate</i>	<i>High Grades</i>	<i>Value added</i>
Bursary (this includes 16 students on FCM)	41	4.58	95.3%	97.6%	31.7%	0.00
Free College Meals	16	4.73	94.1%	93.8%	31.3%	- 0.11
<i>Total cohort</i>	363	5.13	82.1%	98.9%	51.2%	0.05

Analysis:

The average GCSE scores of students in this category reduced from 2022/23. At A Level, the pass rate remained high, almost at parity with the previous year but retention and high grades reduced significantly. This pattern is similar with BTEC Single students; their GCSE average is lower, retention, pass rates and high grades are also lower than 2022/23 within this group. A Level and BTEC Single students in receipt of FCM had minus value added. A Level students in receipt of the bursary also had a minus value added score. However, the BTEC Double students retained excellent pass rates of 100% and increased high grades to 87.5%. It is interesting to note that our poorer students have done particularly well in Double BTEC courses, with higher retention, pass rates and high grades than single subjects.

Staff Data 2023-24

Staff body as of September 2024

Age Range	Total	%
Under 25	13	4%
25 - 34	24	8%
35 - 44	64	21%
45 - 54	89	29%
55 - 64	92	30%
65 +	27	9%
Total	309	100%

Gender	Total	%
Female	204	66%
Male	105	34%
Total	309	100%

Transgender < 3

Ethnicity Description	Total	%
Asian or Asian British – Bangladeshi	0	0%
Asian or Asian British – any other	9	3%
Black or Black British – Caribbean	0	0%
Black or Black British – any other	2	1%
Mixed – White and Black Caribbean	0	0%
Mixed - Any other	4	1%
White British	267	86%
White Irish	2	1%
White - other	4	1%
White - Other European	17	6%
Arab	0	0%
Any Other	0	0%
Not known	4	1%
Total	309	100%

Belief Description	Total	%
Buddhist	2	1%
Hindu	2	1%
Jewish	1	0%
Muslim	1	0%
Sikh	2	1%
Other	3	1%
No Religion	104	34%
Religion not stated	57	18%
Christian	108	35%
Roman Catholic	16	5%
Prefer Not to Say	13	4%
Total	309	100%

Disability Description	Total	%
Total of Yes	19	6%
Yes - rather not say	6	2%
Yes - physical impairment	7	2%
Yes - learning difficulty	5	2%
Yes - mental ill health	1	0%
No	262	85%
Prefer not to say	17	6%
Unknown	11	4%
Total	309	100%

The staff body is approximately:

- 66% female
- 93% white
- 35% Christian
- 52% no religion / religion not stated
- 30% aged 55-64 years
- 6% disabled

During 2023-24:

- 3 took Maternity leave
- 1 took Paternity leave
- 0 took SPL

Staff appointments

Gender

Gender	Applied	Applied	Appointed	Appointed
Females	184	64%	36	65%
Males	105	36%	19	35%
Total	289	100%	55	100%

Female staff appointments (65%) remain significantly higher than male appointments (35%) as per last year. However, the difference in appointment percentages has reduced from 46% last year to only 30% this year. This gender appointment difference is reflected in the gender of applicants, 64% and 36%. The applicant : appointment ratio for females at 19.5% is slightly higher than that for males at 18%.

Ethnicity

Ethnicity	Applied	Appointed
Asian or Asian British - Bangladeshi	0%	0%
Asian or Asian British - Indian	4%	2%
Asian or Asian British - Pakistani	1%	0%
Asian or Asian British -any other	2%	2%
Black/Black British - African	2%	0%
Black/Black British - Caribbean	0%	0%
Black/Black British - any other	0%	0%
Chinese	1%	0%
Mixed - White and Asian	2%	2%
Mixed - White and Black African	0%	0%
Mixed - White and Black Caribbean	0%	0%
Mixed - White and Asian	2%	2%
White British	69%	78%
White Irish	2%	2%
White - any other	1%	2%
White - other European	8%	7%
Any Other - Arab	0%	0%
Prefer not to say	5%	2%
Any other	0%	2%
Not known	0%	0%
Total	100%	100%

69% of applicants were white British resulting in 78% appointments. This application : appointment ratio is slightly disproportionate. Applicants identifying their ethnicity as 'prefer not to say' has increased from 4% last year to 5%, but appointments have reduced from 4% to 2%. Applicants identifying as Asian or Asian British has decreased from 8% last year to 7%, although appointment remains the same at 4%.

Age

Age	Applied	Appointed
Under 25	10%	13%
25 - 34	20%	13%
35 - 44	24%	24%
45 - 54	29%	25%
55 - 64	16%	25%
65 +	1%	0%
Total	100%	100%

50% of staff appointments were in the 45-64 age range, compared to last year's 40%. There is a disparity between the proportion of applicants (16%) and appointments (25%) for 55-64 range. Fewer under 25s (13%) were appointed compared to last year (22%) but this is in line with the reduction of applicants. The most significant decrease in conversion rate of applicants to appointments was for the 25-34 yr olds.

Disability

Disability	Applied	Appointed
Yes	9%	13%
No	71%	78%
Unknown	20%	9%
Total	100%	100%

The percentage of applicants and appointed staff declaring a disability remained similar to last year, as did the percentage who declared no or unknown. Appointments of staff with disabilities is positive in proportion to the number of applicants.

Religion

Belief	Applied	Appointed
No Religion	43%	38%
Religion not stated	15%	9%
Christian	30%	42%
Buddhist	1%	0%
Hindu	2%	0%
Jewish	0%	0%
Muslim	2%	2%
Sikh	0%	0%
Other	2%	2%
Roman Catholic	5%	7%
Total	100%	100%

This year has seen an increase in appointments of Christian staff (24% to 42%) and a reduction in appointments of staff declaring No Religion (53% to 38%). The religious diversity of staff members appointed is proportional to the religious diversity of applicants.

Analysis: The overall pattern of appointments is in proportion to applications. The diversity of the staff body is remaining reasonably static. Significant changes in staff diversity would require attracting more diverse applicants from which to appoint.

Staff Retention

Total Leavers	2019-20	2020-21	2021-22	2022-23	2023-24
	54	44	45	58	43

The data above includes teachers and support staff leavers from daytime and evening provision, including those leaving at the end of a fixed-term contract. During 2020-21 and 2021-22 there were higher staff retention rates, probably due to Covid. In 2022-23, there was a noticeable increase in the number of staff leavers, possibly indicating a return to pre-Covid trends. The number of leavers in 2023-24 dropped to 43, the lowest in the past 5 years. This could be reflective of staff satisfaction rates.

Age	2019-20	2020-21	2021-22	2022-23	2023-24
Under 25	11.11%	20.45%	26.67%	24.64%	13.95%
25 - 34	5.56%	9.09%	6.67%	13.04%	13.95%
35 - 44	14.81%	9.09%	11.11%	13.04%	13.95%
45 - 54	16.67%	18.18%	15.56%	13.04%	27.91%
55 - 64	31.48%	36.36%	33.33%	20.29%	20.93%
65 +	20.37%	6.82%	6.67%	15.94%	9.30%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

The largest single group of leavers are now aged 45-54 (27.92%), broadly in proportion to staff population, closely followed by 55-64, as opposed to last year's under 25s.

Gender	2019-20	2020-21	2021-22	2022-23	2023-24
Female	53.70%	72.73%	80.00%	74.14%	67.44%
Male	46.30%	27.27%	20.00%	25.86%	32.56%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

The gender divide in staff leavers has remained proportional to the overall staff community.

Ethnicity	2019-20	2020-21	2021-22	2022-23	2023-24
Asian or Asian British – Bangladeshi (11)	0.00%	0.00%	0.00%	0.00%	0.00%
Asian or Asian British – any other (14)	0.00%	0.00%	4.44%	0.00%	0.00%
Black or Black British – Caribbean (16)	0.00%	0.00%	2.22%	3.45%	0.00%
Black or Black British – any other (17)	0.00%	2.27%	2.22%	0.00%	0.00%
Mixed – White & Black Caribbean (21)	0.00%	0.00%	0.00%	0.00%	0.00%
Mixed - Any other (22)	1.85%	0.00%	2.22%	0.00%	2.33%
White British (23)	85.19%	93.18%	82.22%	81.03%	83.72%
White Irish (24)	3.70%	0.00%	0.00%	3.45%	2.33%
White - other (25)	1.85%	4.55%	0.00%	1.72%	2.33%
White - Other European (26)	7.41%	0.00%	4.44%	5.17%	6.98%
Arab (28)	0.00%	0.00%	0.00%	1.72%	0.00%
Chinese	0	0	0	0.00%	0.00%
Any Other (98)	0.00%	0.00%	0.00%	0.00%	0.00%
Not Stated (99)	0.00%	0.00%	2.22%	3.45%	2.33%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

83.72% of leavers were white British which is roughly in proportion to the staff population. 7% of leavers reported having a disability, which is in proportion to the staff population.

No staff member of any minority religious group left in the year 2023-24.

Disability	2019-20	2020-21	2021-22	2022-23	2023-24
Yes - total	3.70%	11.36%	0.00%	6.90%	6.98%
Yes - rather not say	3.70%	6.82%	0.00%	5.17%	6.98%
Yes - physical impairment	0.00%	2.27%	0.00%	0.00%	0.00%
Yes - learning difficulty	0.00%	2.27%	0.00%	0.00%	0.00%
Yes - mental ill health	0.00%	0.00%	0.00%	1.72%	0.00%
No - total	90.74%	77.27%	86.67%	79.31%	90.70%
Prefer not to say	1.85%	6.82%	8.89%	13.79%	2.33%
Unknown	3.70%	4.55%	4.44%	0.00%	0.00%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

6% of leavers reported having a disability, which is in proportion to the staff population.

Analysis: Our staff retention rate increased and was at its strongest for the past 5 years. The hangover from last year's significant decrease may go some way to explaining this, but it could also be in part reflective of staff satisfaction rates. It is possible to examine this further in more depth by analysing staff satisfaction surveys in the annual HR report in May 2025. Retention by gender and ethnicity remains fairly static, but there has been an increase in staff leavers within the age demographic 45-64.

Equality Objectives for academic year 2024-25

Objective 1: Improve access to EDI resources and information on SharePoint for staff and students.

This objective aims to improve the current EDI SharePoint site, with separate information relevant to staff and students. This will be supported to clearly signposted access to key EDI information such as the college policy, news and events, training opportunities and links to related organisations.

Objective 2: Increase access to staff training and awareness of EDI issues.

Increase the provision of EDI training opportunities that are relevant to all staff and can be accessed via the EDI SharePoint site in short, relevant bitesize chunks, e.g. the use of acceptable terminology, unconscious bias. The intention is to also work with Education Committee to explore the potential for additional staff EDI training via INSET.

Objective 3: Further increase visibility of EDI enrichment societies and activities through tutorial resources created by the societies' student leaders and staff facilitators.

Discussion and planning of student-created materials should begin before the end of the summer term and into the autumn term to ensure delivery of high-quality tutorial materials with a clear focus on the EDI subject matter. The content will be planned to coincide with a nationally recognised day/week/month e.g. International Women's Day, Black History Month. Clear allocation of tasks and deadlines will be established in Personal Development team meetings and disseminated to the relevant society leaders and staff facilitators.

Objective 4: Liaise with local partner schools to identify their provision of multi-faith spaces.

The intention is to establish a line of communication with local secondary schools, as well as the S7 colleges, to identify how they provide suitable spaces for students and staff to take part in daily prayer. This communication will enable us to explore possible ways of providing a dedicated multi-faith space accessible throughout the college day.

Objective 5: Re-establish termly EDI committee meetings to gather student and staff voice on issues relevant to them as individuals and as a body.

Changing from weekly 'society' meetings, back to termly EDI committee meetings (one for students and one for staff) aims to increase attendance, establish a clear purpose and share participants' views and concerns with the wider community. Effective communication of meeting outcomes will be shared via the EDI SharePoint and potentially a termly newsletter.

Object 6: Increase opportunities to collect student voice.

The intention is to increase student voice and engagement through the Student Union. Using the RCU executive to communicate with student representatives through weekly tutorial groups and other avenues to gather student voice. Focus groups to be established to explore any issues arising from EDI data analysis (e.g. Retention of Black mixed heritage students). The information gathered may be used to inform decision-making.