



Introduction

This report provides an overview of EDI data reporting for academic year 2024-25 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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Review of 2024-25 Equality Objectives

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 provide clearly signposted access to key EDI information such as the college policy, news and events, training opportunities and links to related organisations.

The EDI SharePoint site was fully redesigned to provide clear, accessible information for both staff and students. It is now organised into monthly themed sections, each featuring college resources and signposts to external organisations. Themes have included Culture, Black History Month, Trans Awareness, Religious Tolerance, Poverty Awareness, LGBTQ+ History Month, Women's History, Neurodiversity Awareness, Mental & Physical Health, Pride Month, and Disability Pride.

Dedicated portals for students and staff were introduced, with ongoing development to include bespoke content such as EDI-related enrichment opportunities for students and menopause support for staff. EDI awareness continues to be embedded across the tutorial and enrichment programmes, supported by active societies including the Feminist Society, Multi-Cultural Society, LGBTQ+ Society, and Trans Society. These groups have contributed to high-profile events and resources for Black History Month, International Women's Day, and Culture Day.

The creation of the Personal Development (PD) Directorate this year has brought EDI coordination together with Tutorial, Enrichment, Careers, and Student Voice under the leadership of the Director of Personal Development. A new Personal Development SharePoint site now houses EDI alongside related areas, creating a cohesive platform that strengthens collaboration and supports continued growth across the college community.

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.

This year's staff training focused on improving collaboration between the Student Support Team and subject teachers through MyProgress, enabling clear identification of EHCP targets and monitoring in-year progress for students with SEND. A new system was introduced to display approved Exam Access Arrangements (EAA) for entire classes on a single screen, making it easier for teachers to meet individual needs. INSET sessions provided guidance on accessing and using this feature.

These initiatives reinforced Collyer's commitment to delivering personalised, high-quality support for high-needs learners, promoting greater independence and improved outcomes. Building on this success, staff training for 2025–26 will expand the MyProgress project to include wider support needs, enhancing communication and data storage across the college.

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.

Half-termly Personal Development team meetings provided a structured forum for planning cross-college EDI initiatives, ensuring a balanced calendar of events and avoiding scheduling conflicts. These meetings streamlined communication, enabling efficient task allocation and timely dissemination of information to society leaders and staff facilitators.

Forward planning and clear timelines supported the creation of high-quality tutorial resources throughout the year. Black History Month materials were developed by the RCU EDI Officers and the Multi-Cultural Society, including a student-produced film trailer exploring experiences of being Black, which led to the launch of the Black Student Society.

EDI-focused activities this year included the Multi-Cultural, Black Student, Trans, LGBTQ+, and Feminist Societies, as well as an Introduction to British Sign Language. Culture Day in May was the most successful in recent history, and an even larger-scale event is already planned for October 2025 in collaboration with the Black Student Society, Multi-Cultural Society, and the RCU (student union).

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.

Feedback from partner schools outside the Horsham area indicated that larger facilities, such as sports halls, are used to increase capacity for single-sex prayer during key periods like Ramadan. Provision within local S7 colleges varies; one states that they are a secular college and do not provide a prayer space for their community, one uses two rooms but only at break and lunchtimes, and the third uses a designated small office throughout the day. The current arrangement at Collyer's is in line with two of these three colleges and continues to meet the needs of our students, remaining flexible to accommodate increased demand at specific times of the year.

The college successfully maintained a dedicated multi-faith prayer space in a consistent location throughout the academic year, enabling a regular routine for all users and improving student satisfaction compared to previous years. In response to student requests, an additional space was provided during Ramadan to accommodate single-sex prayer arrangements.

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.

This year, the roles of EDI and Student Voice Coordinators were combined with the aim of strengthening communication between students and senior leaders. An informal EDI student committee met during enrichment sessions with the Multi-Cultural Society and Black Student Society. Key outcomes included the creation of a student-produced film exploring experiences of being Black, shown during Black History Month tutorials, and the organisation of a highly successful Culture Day in May.

Further contributions came from the Trans and LGBTQ+ Societies, who developed tutorial resources for Pride Month, and the Feminist Society, who led on materials for International Women's Day. These initiatives

enhanced student ownership of EDI-related resources and events, empowering learners to feel valued and represented across the college community.

Staff engagement proved more challenging. The EDI committee recruited only two members, and regular meetings stalled after the autumn term. Plans for a half-termly EDI newsletter did not materialise; however, the [EDI SharePoint](#) was redesigned into themed sections with resources and external links. Maintenance and updates were managed by the EDI and Student Voice Coordinator with library support.

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.

The RCU executive officers initially trialled drop-in surgeries during break and lunchtimes, but challenges in maintaining a fair rota and low student engagement led to a change in approach. Instead, the team adopted proactive communication strategies, using social media, email, and posters to raise awareness of student-led EDI events.

Tutor representatives played a key role in cascading information from half-termly Representative meetings to their tutor groups and gathering feedback to share with the executive team. As a result, the annual student evaluation reported that 86% of students agreed or strongly agreed that the RCU works effectively on their behalf.

Focus groups also drove meaningful action: collaboration with the Multi-Cultural Society resulted in increased capacity for a consistent multi-faith prayer space, while engagement with the Black Student Society led to the creation of a powerful student-produced film exploring experiences of being Black, shown in Tutorial during Black History Month.

Student Data 2024-25

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.

The student data provided in this report, reflects characteristics self-declared at enrolment and some information confirmed post-enrolment via Student Services and/or the Registry Team.

Gender data refers to sex assigned at birth required for the ILR return. The College does not collect data from students on 'gender reassignment', marital status, religion and sexual orientation.

Not all students declare their ethnicity at enrolment and not every ethnic group has been included if it is very small.

SEND 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 is a subgroup covering students with the highest needs.

Although 'economic background' is not a protected characteristic according to the Equality Act, we monitor the outcomes of students who fall into this category to ensure we are effectively supporting the diverse needs of our students. We use data for students who are in receipt of Free College Meals (FCM) and the 16-19 Bursary, as markers of economic disadvantage.

The profile and outcome data presented is for students in their final year of Level 3 Study (A level, BTEC Single, Double and Triple). This data is designed to be representative of the college's core academic and vocational offer.

IMPORTANT NOTES:

- All value-added measures are against summer 2025 national/sector benchmarks.
- L3VA reports the fraction of a grade on average, students have achieved above national averages according to their prior achievement at GCSE (based on averages across all settings i.e. school sixth forms, sixth form colleges and general further education colleges).
- Sixth Sense data is similar to L3VA but is based on averages from sixth form colleges only. Sixth Sense tends to report lower value added compared to L3VA. The reason for this, is Sixth Sense is benchmarked against only sixth form colleges; whereas L3VA is benchmarked against all providers (schools, colleges etc.) nationally, and sixth form colleges tend to achieve more highly compared to the full national picture.
- Sixth Sense data is not available under the categories in the following tables for BTEC qualifications, therefore is not included.

Key to RAG rating			
L3VA	<0	≥0<0.25	≥0.25
Sixth sense	<0	≥0<0.20	≥0.20

Profile and outcomes: A Level

Learner characteristics	Student profile					Outcomes				Value added		
	Collyer's entries	Collyer's %	National %	Difference %	Ave GCSE Score	Attendance %	Retention %	Pass Rate %	High Grades %	Sixth Sense Collyer's	Sixth Sense National	L3VA
All	2192	-	-	-	6.28	93.7	86.5	99.3	60.5	0.18	0	0.18
Female	1181	53.9	57.0	-3.1	6.44	93.5	86.8	99.3	63.9	0.14	-0.02	0.14
Male	1011	46.1	43.0	3.1	6.16	94.0	86.3	99.3	55.9	0.22	0.04	0.19
White	1795	81.9	68.5	13.4	6.29	93.8	88.0	99.4	60.3	0.17	0.04	0.15
All ethnic minorities	397	18.1	31.5	-13.4	6.33	93.2	81.8	99.2	60.6	0.23	-0.08	0.22
Asian	142	6.5	16.0	-9.5	6.12	92.9	81.6	98.6	55.6	0.19	-0.12	0.21
Black	47	2.1	6.0	-3.9	6.28	95.7	88.2	100	57.8	0.16	-0.19	0.13
Chinese	24	1.1	1.0	0.1	7.04	92.9	96.0	100	70.8	0.25	0.28	0.26
Mixed heritage	160	7.3	7.0	0.3	6.19	92.3	83.4	99.4	68.3	0.37	-0.03	0.33
Other ethnic background	24	1.1	1.5	-0.4	6.35	86.7	71.9	100	34.8	-0.45	0.04	-0.28
Learners with SEND	375	17.1	20.5	-3.4	6.01	93.3	83.9	99.5	55.3	0.22	0.01	0.33
Learners with an EHCP	16	0.7	-	-	6.46	98.1	88.9	100	68.8	-	-	0.29
Free college meals (FCM)	59	2.7	9.5	-6.8	6.22	92.1	86.4	98.6	52.9	-0.02	-0.07	0.03
16-19 Bursary	132	6.0	-	-	6.37	92.4	84.1	99.2	57.6	-	-	0.06

Profile and outcomes: Level 3 BTEC

Learner characteristics	Student profile			Outcomes				Value added
	Collyer's entries	Collyer's %	Ave GCSE Score	Attendance %	Retention %	Pass Rate %	High Grades %	L3VA
All	473	100	4.76	90.6	80.7	99.2	72.5	0.31
Female	219	46.3	4.94	90.5	80.8	100	81.3	0.43
Male	254	53.7	4.62	90.8	82.2	98.4	65.0	0.21
White	384	81.2	4.82	90.8	81.7	99.0	75.0	0.30
All ethnic minorities	83	17.5	4.57	90.5	83.0	100	65.1	0.43
Asian	33	7.0	4.41	89.0	86.8	100	57.6	0.33
Black	14	3.0	4.32	91.1	93.3	100	78.6	0.72
Chinese	3	0.6	3.95	93.5	75.0	100	33.3	0.22
Mixed heritage	23	4.9	4.85	88.7	79.3	100	73.9	0.38
Other ethnic background	11	2.3	4.53	89.1	91.7	100	63.6	0.42
Learners with SEND	127	26.8	4.79	91.6	86.4	98.4	75.6	0.38
Learners with an EHCP	4	0.8	4.26	95.8	100	100	100	0.89
Free college meals (FCM)	13	2.7	4.43	88.0	61.9	100	76.9	0.44
16-19 Bursary	34	7.2	4.89	89.7	70.8	100	82.4	0.47

Enrichment participation by learner characteristic

Learner characteristics	Total Cohort	Non-Participants		Participants (<12hrs) Equiv.		Certificate (12-14hrs) Equiv.		Bronze (15-29hrs) Equiv.		Silver (30-44hrs) Equiv.		Gold (45-59hrs) Equiv.		Platinum (60+hrs) Equiv.	
		No.	Cohort	No.	Cohort	No	Cohort	No	Cohort	No.	Cohort	No.	Cohort	No.	Cohort
All	2373	217	9.1%	945	39.8%	254	10.7%	594	25.0%	200	8.4%	92	3.9%	71	3%
Female	1253	96	7.7%	480	38.3%	155	12.4%	345	27.5%	100	8.0%	37	3.0%	40	3.2%
Male	1120	122	10.9%	464	41.4%	99	8.8%	249	22.2%	100	8.9%	55	4.9%	31	2.8%
Asian	182	16	8.85	74	40.7%	14	7.7%	52	28.6%	15	8.2%	6	3.3%	5	2.7%
Black	71	2	2.8%	26	36.6%	10	14.1%	20	28.2%	3	4.2%	6	8.5%	4	5.6%
Chinese	36	2	5.5%	13	36.1%	7	19.4%	7	19.4%	5	13.9%	0	0.0%	2	5.6%
Mixed Heritage	162	14	8.6%	70	43.2%	18	11.1%	33	20.4%	23	14.2%	0	0.0%	4	2.5%
White	1880	180	9.6%	745	39.7%	200	10.6%	467	28.8%	154	8.2%	78	4.1%	56	3.0%
Other Ethnic Background	43	6	14.0%	20	46.5%	6	14.0%	9	21.0%	1	2.3%	1	2.3%	0	0.0%
Learners with SEND	489	42	8.6%	194	39.6%	50	10.6%	123	25.1%	43	8.8%	22	4.4%	15	3.1%
Learners with an EHCP	29	1	3.4%	10	34.5%	6	20.7%	10	34.5%	0	0.0%	1	3.4%	1	3.4%
Free College Meals (FCM)	77	6	7.8%	32	41.6%	7	9.1%	24	31.2%	8	10.4%	0	0.0%	0	0.0%
16-19 Bursary	159	17	10.7%	60	37.7%	16	10.1%	48	30.2%	12	7.5%	4	2.5%	2	1.3%

Student body summary (2024-25):

- 53% female
- 79% white
- 21% declared Special Educational Need/Disability
- 0.1% held an Education Health Care Plan
- 0.3% entitled to Free College Meals
- 0.7% entitled to 16-19 Bursary (household income below £38,000 per annum)

Student Data Analysis:

Academic Outcomes 2024-25

The following commentaries refer to the outcomes of Level 3 students who completed their two-year qualifications in the summer of 2025 as recorded in the tables on page 6.

A Level

Gender

- A substantial difference of 8% exists between female and male %high grades at 63.9% vs 55.9% respectively.
- However, male students hold a lower GCSE average compared to female students of 6.16 vs 6.44, leading to male students achieving greater value-added vs female students despite male students' lower %high grades.

Ethnicity

- When combined, students from *all ethnic minorities* achieved slightly higher %high grades than white students, and moderately higher value added. Prior achievement at GCSE was almost identical when comparing *all ethnic minorities* with white students.
- Within *all ethnic minorities*, value added for subgroups of ethnicity: *Asian* and *black* was very similar to white students; *Chinese* and *mixed heritage students* achieved substantially higher %high grades and value added.
- Students of *other ethnic background* (predominantly Arabic) unfortunately achieved very low %high grades and considerably negative value added, not aided by relatively low attendance. Though it should be recognised that only 8 students identified as *other ethnic background* and therefore sample bias may be apparent, nevertheless, students identifying as *other ethnic background* is an area of focus.

SEND and EHCP

- Students with SEND joined Collyer's with a lower average prior achievement at GCSE, 6.01 vs *all students* at 6.28. Students with SEND went on to achieve moderately/substantially higher value added than *all students*, however students with SEND did achieve substantially lower %HGs at -5.2% lower than *all students*.
- Students with an EHCP joined Collyer's with a higher average prior achievement at GCSE, 6.46 vs *all students* at 6.28. Students with an EHCP went on to achieve substantially higher %HGs and value added than *all students*.

Students from lower economic backgrounds

- Whilst students in receipt of Free College Meals (FCM) did achieve higher value added than the national sixth form college average (Sixth Sense) and achieve just above the national average for *all students* (L3VA), they did achieve a substantially lower value added than *all students* at Collyer's.
- Students in receipt of the 16-19 Bursary showed a similar pattern to students in receipt of FCM.
- Interestingly, students in receipt of FCM and those in receipt of a 16-19 Bursary, held only slightly lower, and slightly higher, respectively, GCSE averages on entry to Collyer's compared to *all students*. Indicating that these students fell behind their peers during their A Level study. Attendance and retention were not substantially lower than those of *all students* at Collyer's, therefore some other barrier to learning must have existed. This requires ongoing attention at subject and cross-college level.

Level 3 BTEC

Gender

- Female students led their male peers by a substantial +16.3% in %high grades, despite female students only holding a moderately higher GCSE average on entry than males.
- Both female and male student achieved very positive value added, with female students impressively so. However female students achieved over double the value added of their male peers with L3VA values of 0.43 and 0.21 respectively.
- The lead in achievement that female students held over their male peers at Level 3 BTEC is substantial. Whilst male students achieved well above national averages, further investigation is required to close the gap to their female peers.

Ethnicity

- When combined, students from *all ethnic minorities* held a lower average GCSE score on entry to Collyer's than white students.
- When combined, whilst achieving 9.9% lower %high grades than white students, students from *all ethnic minorities* achieved substantially higher value added, impressively so.
- Within *all ethnic minorities*, all subgroups achieved very good to excellent value added. The Chinese subgroup comprised of a single student, who achieved one grade above national average therefore the lower but still very positive value added of this student should not be cause for further investigation.

SEND and EHCP

- Students with SEND joined Collyer's with an almost identical average GCSE score, however, achieved slightly higher %high grades and moderately higher value added.
- Students with an EHCP joined Collyer's with a lower GCSE average than *all students*, however they achieved 100% high grades and the highest value added across all categories at +0.89. It should be noted that only 4 students with an EHCP enrolled on Level 3 BTEC qualifications during 2024-2025.

Students from lower economic backgrounds

- Students in receipt of Free College Meals and/or a 16-19 Bursary joined Collyer's with a slightly lower, and slightly higher GCSE average respectively compared to *all students*.
- Students in receipt of Free College Meals and/or a 16-19 Bursary achieved impressive value added that is above the already excellent value added achieved by *all students* for Level 3 BTEC.
- Further focus is needed to understand why students from lower economic backgrounds excel when following Level 3 BTEC qualifications but only achieve national averages when following A Levels.

Enrichment Participation 2024-25

The following commentary refers to the table on page 7 - Enrichment participation by learner characteristic:

- Overall engagement in enrichment is high. Only 9.1% of the total cohort did not engage in enrichment activity, indicating that enrichment is largely accessible and embedded across the student body.
- Female students are slightly more likely to engage at higher levels of enrichment than male students.
- Students from Black, Mixed Heritage and Asian backgrounds show strong engagement, often exceeding cohort averages at higher award levels. Black students have notably low non-participation (2.8%).
- Students with SEND participate in enrichment at broadly similar rates to the overall cohort.
- Students from lower economic backgrounds participate, but progression to higher award levels is more limited, indicating potential barriers to sustained or higher-commitment enrichment engagement.

Staff Data 2024-25

Staff body as of September 2025

Age Range	Total	%
Under 25	25	7.84%
25 - 34	24	7.52%
35 - 44	60	18.81%
45 - 54	88	27.59%
55 - 64	93	29.15%
65 +	29	9.09%
Total	319	100%

Ethnicity Description	Total	%
Asian or Asian British – Bangladeshi	1	0.31%
Asian or Asian British – other	11	3.45%
Black or Black British – Caribbean	0	0%
Black or Black British – other	1	0.31%
Mixed – White and Black Caribbean	0	0%
Mixed - Any other	5	1.57%
White British	266	84.01%
White Irish	3	0.94%
White - other	19	5.96%
White - Other European	3	0.94%
Arab	0	0%
Any Other	2	0.63%
Not known	6	1.88%
Total	319	100%

Staff body summary (September 2025):

- 65% female
- 92% white*
- 53% Christian/Roman Catholic
- 32% no religion / religion not stated
- 57% aged 45-64 years
- 5% with a declared disability

During 2024-25:

- 6 took maternity leave
- 5 took paternity leave
- 1 took shared parental leave

*The student body (79% white) is more ethnically diverse than the staff body.

Gender	Total	%
Female	208	65%
Male	111	35%
Total	319	100%

Less than 3 staff identify as Transgender

Belief Description	Total	%
Buddhist	2	0.63%
Hindu	3	0.94%
Jewish	1	0.31%
Muslim	2	0.63%
Sikh	2	0.63%
Other	3	0.94%
No Religion	121	37.93%
Religion not stated/ Prefer not to say	68	31.66%
Christian	101	31.66%
Roman Catholic	16	21.32%
Total	319	100%

Disability Description	Total	%
Total of Yes	17	5.33%
Yes - rather not say	2	0.63%
Yes - physical impairment	8	2.51%
Yes - learning difficulty	7	2.19%
Yes - mental ill health	0	0%
No	271	84.95%
Prefer not to say	21	6.58%
Unknown	10	3.13%
Total	319	100%

Staff Recruitment

External Applications & Appointments 2024-25

Gender

Gender	Applied	Applied	Appointed	Appointed
Females	186	71%	37	70%
Males	75	29%	16	30%
Total	261	100%	53	100%

Significantly more female than male staff (70/30) recruited in 2024-25, with an increase in the difference from 2023-24 (65/35).

Proportions of females/males appointed reflects proportions of female/male applicants.

Age

Age	Applied	Appointed
Under 25	19%	23%
25 - 34	17%	13%
35 - 44	24%	17%
45 - 54	25%	23%
55 - 64	13%	17%
65 +	3%	8%
Total	100%	100%

40% of staff appointments in the 45-64 age range, compared to 50% last year.

A greater proportion of under 25s appointed this year compared to last year (from 13% in 2023-24 to 23%).

The proportion of appointments in each age range is broadly in line with the proportion of applicants.

Ethnicity

Ethnicity	Applied	Appointed
Asian or Asian British - Bangladeshi	1%	0%
Asian or Asian British - Indian	4%	4%
Asian or Asian British - Pakistani	1%	0%
Asian or Asian British -any other	1%	0%
Black/Black British - African	2%	0%
Black/Black British - Caribbean	1%	0%
Black/Black British - any other	0%	0%
Chinese	3%	2%
Mixed - White and Asian	1%	0%
Mixed - White and Black African	0%	0%
Mixed - White and Black Caribbean	0%	0%
Mixed - White and Asian	0%	2%
White British	68%	77%
White Irish	1%	0%
White - any other	2%	0%
White - other European	7%	6%
Any Other - Arab	0%	0%
Prefer not to say	5%	6%
Any other	3%	4%
Not known	0%	0%
Total	100%	100%

68% of applicants and 77% of appointments identified as White British.

8% of applicants and 4% of appointments identified as Asian or Asian British.

3% of applicants identified as Black but there were no appointments.

The proportion of applicants choosing 'prefer not to say' option remained steady at 5%, but appointments increased from 2% to 6%.

The proportion of appointments of staff identifying as White (including British, Irish, any other, other European) is 5% higher than the proportion of applicants identifying these characteristics, whereas the proportion of appointments of staff identifying as Asian, Black, Chinese, Mixed or Any Other ethnicity is 6% lower than the proportion of applicants identifying these characteristics.

Disability

Disability	Applied	Appointed
Yes	6%	8%
No	75%	77%
Unknown	19%	15%
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 Disability or Unknown.

Appointments of staff with disabilities is positive in proportion to the number of applicants declaring a disability.

Belief

Belief	Applied	Appointed
No Religion	43%	62%
Religion not stated	15%	13%
Christian	28%	19%
Buddhist	2%	0%
Hindu	3%	2%
Jewish	0%	0%
Muslim	3%	0%
Sikh	0%	0%
Other	2%	0%
Roman Catholic	5%	4%
Total	100%	100%

This has been an increase in appointments of staff declaring No Religion (from 38% in 2023-24 to 62%) and a decrease in appointments of staff declaring a belief (from 53% in 2023-24 to 25%).

Of the 33% of applicants who identified as Christian or Roman Catholic, 23% were appointed.

Of the 10% of applicants who declared non-Christian/non-Roman Catholic beliefs, 2% were appointed.

Staff Recruitment Summary:

- The overall pattern of appointments is broadly in proportion to applications for gender, age, disability and belief.
- There are significantly more female than male applicants and appointments, which reflects national trends in the FE sector.
- The proportion of appointments of staff declaring a disability is positive in relation to applicants.
- The proportion of appointments of staff identifying as White (including British, Irish, any other, other European) is 5% higher than the proportion of applicants, whereas the proportion of appointments of staff identifying as Asian, Black, Chinese, Mixed or Any Other ethnicity is 6% lower than the proportion of applicants. This discrepancy is in part explained by the number of applications for teaching roles received from overseas candidates identifying as Black, who did not possess the qualifications or experience required for the advertised role and therefore could not be short-listed.
- The diversity of the staff body has remained reasonably static over the past five years.
- Significant changes in staff diversity will require attracting a more diverse range of applicants.

Staff Retention

Leavers	2022-23	2023-24	2024-25
Total	58	43	61

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. The number of leavers in 2023-24 dropped to 43, the lowest in the past 5 years. There was an increase in the number of leavers in 2024-25, however 21 part-time adult education staff left due to changes in our evening provision.

Age	2022-23	2023-24	2024-25
Under 25	24.64%	13.95%	8.20%
25 - 34	13.04%	13.95%	13.11%
35 - 44	13.04%	13.95%	11.48%
45 - 54	13.04%	27.91%	34.43%
55 - 64	20.29%	20.93%	24.59%
65 +	15.94%	9.30%	8.20%

The largest single group of leavers were in the 45-54 age range (34.43%), closely followed by leavers aged 55-64.

The proportion of leavers aged 45-64 reflects the overall make-up of the staff population by age.

Gender	2022-23	2023-24	2024-25
Female	74.14%	67.44%	75.41%
Male	25.86%	32.56%	24.50%

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

Ethnicity	2022-23	2023-24	2024-25
Asian or Asian British – Bangladeshi (11)	0.00%	0.00%	0.00%
Asian or Asian British – any other (14)	0.00%	0.00%	1.64%
Black or Black British – Caribbean (16)	3.45%	0.00%	0.00%
Black or Black British – any other (17)	0.00%	0.00%	1.64%
Mixed – White & Black Caribbean (21)	0.00%	0.00%	0.00%
Mixed - Any other (22)	0.00%	2.33%	3.28%
White British (23)	81.03%	83.72%	86.89%
White Irish (24)	3.45%	2.33%	0.00%
White - other (25)	1.72%	2.33%	3.28%
White - Other European (26)	5.17%	6.98%	1.64%
Arab (28)	1.72%	0.00%	0.00%
Chinese	0.00%	0.00%	0.00%
Any Other (98)	0.00%	0.00%	0.00%
Not Stated (99)	3.45%	2.33%	1.64%

86.89% of leavers were White British which is in line with the composition of the staff body.

No staff member of any minority religious group left in the year 2024-25.

Disability	2022-23	2023-24	2024-25
Yes - total	6.90%	6.98%	13.11%
Yes - rather not say	5.17%	6.98%	9.84%
Yes - physical impairment	0.00%	0.00%	0.00%
Yes - learning difficulty	0.00%	0.00%	1.64%
Yes - mental ill health	1.72%	0.00%	1.64%
No - total	79.31%	90.70%	78.69%
Prefer not to say	13.79%	2.33%	3.28%
Unknown	0.00%	0.00%	4.92%

13.11% of staff leavers reported having a disability, which is almost double last year's proportion of leavers with a disability, but not significantly higher than the overall proportion of staff who declare a disability.

Reason for leaving	Total	%
Resignation	15	24.59%
Resignation – new job	16	26.23%
Resignation - relocation	3	4.92%
Retirement	3	4.92%
End of FTC	10	16.39%
No earnings in period	3	4.92%
Redundancy	10	16.39%
Other	1	1.64%
Total	61	100.00%

Staff Retention Summary: The number of staff leavers increased but core staff retention remains strong as over a third of leavers left due to changes in the College's evening provision. Retention by age, gender, ethnicity and disability remains fairly static and in line with the overall composition of the staff body.

Equality Objectives for academic year 2025-26

Objective 1: Strengthen leadership of EDI across the College by transferring responsibility to a more senior role. Director of Personal Development (DoPD) to act as operational lead on EDI, facilitating stronger engagement with identified objectives through strategic planning within the Education Committee and liaison with members of the SLT. The DoPD is sufficiently senior to represent the college at external EDI network meetings and will share responsibility for reviewing and setting EDI objectives as part of the quality assurance process, with the Vice Principals. The DoPD will coordinate the internal process for reporting EDI-related issues and ideas via line managers and up to relevant Curriculum, Pastoral or Support Staff Directors. The Student Voice Coordinator will continue promoting, supporting and gathering student voice on EDI concerns, through the RCU (student union), related student societies and focus groups where required.

Objective 2: Improve consistency and accessibility of EDI data to inform provision developments in-year. Increase analysis and reporting of student engagement and progress by learner characteristic, through inclusion of data in termly Education KPIs and regular review of EDI objectives at Education Committee. Utilise analysis to inform support and development with a particular focus on students from lower economic backgrounds.

Objective 3: Students from other ethnic backgrounds to achieve value added in line with all students at Collyers: at least ≥ 0.10 by Sixth Sense. Ensure teachers, HoS and Directors are aware of this group of students - highlight at INSET Day 2. Ensure close monitoring of these students at each PR point with more positive referral for support and intervention where needed.

Objective 4: Investigate and trial strategies to close the %high grades and value-added achievement gap between female and male students. Utilise professional networks and educational research to trial evidence-based teaching, learning and intervention strategies.

Objective 5: Maintain a varied programme of EDI-related enrichment activities and events. DoPD to oversee strategic planning of the enrichment programme, ensuring inclusion and facilitation of EDI-related activities. Support for student leadership to be strengthened by developing student leader shadowing during Spring term and creation of a student leadership handover checklist.

Objective 6: Investigate and trial strategies for attracting more, appropriately qualified, black applicants for teaching roles. Utilise professional networks to consider tried and tested recruitment strategies for improving diversity of applicants. Consider engaging professional recruitment service and/or liaison with diversity organisations to improve targeted promotion of roles.