

Annual Equality & Diversity Report

Meeting: Corporation
Date: 11 December 2018
Purpose: To meet Northampton College's statutory reporting obligations vis-à-vis the Equality Duty
Author: Jan Hutt – Executive Director of Human Resources

Background: In accordance with the general equality duty, in carrying out its functions the College has to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and those who do not, and
- foster good relations between people who share a protected characteristic and those who do not.

The Public Sector Equality Duty is supported by the Equality Act 2010 (Specific Duties) Regulations, which require public authorities (named on schedule 1 of the regulations, of which Northampton College is one) to publish:

- equality objectives at least every four years
- information to demonstrate their compliance with the Public Sector Equality Duty

This report, whereby the narrative relates to the period May 2017 to April 2018, ensures compliance with the aforementioned publication requirements.

In reflecting the fact that the College continually develops its inclusive culture, it chooses to develop, publish and achieve new objectives on an annual basis, and thus, going beyond the four-year requirement.

Teaching, Learning and Quality

Continuing Professional Development

Analysis of observation records in 2017/18 (both Teaching and Learning Observations (TLO) and Learning Walks) confirms that Equality and Diversity is developed effectively through teaching, learning and assessment activities, as evidenced through Equality and Diversity having been identified as a strength in thirty-nine lessons and four learning walks (as against a weakness in seven and one lessons respectively).

Examples of effective development of Equality and Diversity in lessons include:

- Beauty students discussing cultural influences on make up for weddings
- English students analysing a given text in terms of gender representation
- Business students exploring how the Equality Act can be implemented, in a Human Resources context, at an individual and organisational level

Continuing Professional Development (CDP) activities are based on the Learning Cycle (Kolb), whereby areas of improvement identified through TLOs and Learning Walks inform these activities, specifically, in the context of this report, in embedding equality and diversity into lessons. The Learning Cycle approach enables development of further new ideas, implementation of the ideas

into lessons, and then further observations and reflection on the effectiveness of these for the students' learning. CPD activities in respect to Equality and Diversity in 2017/2018 (up to 30 April 2018) included:

- Curriculum team sessions on development of wider skills including equality and diversity and British Values
- Teachers and Learning Support Assistants: 'Working Together' (enhancing the teaching and learning experience for those students who require additional support through an increased focus on collaborative working)
- FAB - How Frustration and Anxiety Block Learning: Strategies for adapting teaching and learning to meet the differing needs of students
- 'Support Every Student to achieve, Challenge Every Student to Excel' – This is linked to the 'Northampton Nine' which includes a focus on: 'Putting the student in the centre' and 'Knowing your students', thus enabling differentiation in teaching and learning

Student Complaints

Between 1 August 2017 and 15 April 2018 there were four complaints relating to disability and one relating to race. On investigation, it became clear that the concerns raised did not relate to the cited protected characteristics and were satisfactorily resolved, with four of the complaints not upheld and one leading to a change in process.

Student Outcomes

Analysis of 2016/17 performance in classroom-based learning indicates the following key findings (please see Equality Objectives for further information):

- The achievement rates of the majority of BME groups are broadly similar to headline achievements, other than Caribbean, White/Asian, White / Black African and White / Black Caribbean
- The majority of ethnic groups have broadly similar progression rates to higher education
- The proportion of looked after children (LACs) achieving their qualification was higher than non-LACs in 2016/17, although the non-LAC group achieved a greater proportion of higher grades than the LAC group
- The proportion of students receiving free school meals (FSM) who achieved their qualification was lower than those students who were not eligible for them
- The achievement of White British students was broadly similar to all other students in 2016/17
- There were no significant differences in the achievement of males and females in 2016/17

Analysis of performance for apprentices identifies the following key findings (see item Equality Objectives for further information):

- Students with a declared disability do better than those without
- There are no significant performance gaps for students when analysed by gender
- 24+ and 16-18 students do less well than 19-23 students
- Students with BME ethnicities do significantly less well than White students
- Students with dyslexia do significantly less well than those without

Promotional activities

The College utilises internal communication materials and campaigns to promote key milestones within the diversity calendar to complement the tutorial programme, which is easily accessible and visible to staff and students via social media, the video wall at Booth Lane and video screens at all College locations.

The College continues to promote inclusivity through, for example, the use of promotional materials denoting details of days of religious observance and key cultural milestones including:

- Hanukkah
- Ramadan
- Diwali
- International Women's Day
- Chinese New Year
- Holocaust Memorial Day
- Autism Awareness Week
- National Hate Crime Awareness Week
- Black History Month
- Kick out racism

The College website undergoes a quarterly audit to ensure that images, case studies and news stories are representative of the diverse student demographic. Additional Learning Support has its own pages within the site, which has attracted five hundred and sixty-eight page views over the last twelve months.

The College continues to subscribe to the Disabled Go website, which highlights the accessibility of the College's facilities across all sites.

The College has introduced a number of new events this year as part of its 'Igniting the Spark' initiative, with a key focus on promoting gender equality in STEM. Local schools participated in a series of workshops, led by the National Space Academy, designed to increase the participation of young people, especially girls, to take up science, technology, engineering and mathematics (STEM) subjects.

The Big Rig event included an all-female team of apprentices who took part in a low carbon challenge to install a solar powered water system on a large scaffolding platform at the College's Booth Lane campus. The all-female team narrowly beat a team of students studying science, technology, engineering and maths-related subjects in the final of the competition.

The College launched a staff recruitment campaign in January 2018 to promote a number of vacancies in Construction Engineering. In an attempt to combat the gender divide and encourage more women into construction, steps were taken to ensure the campaign was appropriately targeted and shared on social media with groups such as The National Association of Women in Construction (NAWIC) and WISE.

The annual College Awards Ceremony in November 2017 celebrated the success of sixty-four students from across the diversity spectrum, including those with physical disabilities, learning disabilities and serious illnesses. Of those awarded, 41% were from black or minority ethnic (BME) groups.

To support the International Women's Day campaign, the College posted a number of case studies on its social media channels to celebrate the successful achievements of women within the College. The College continues to engage the community with the diverse nature of the College through the promotion, through local media of diversity events, including:

- Partnering with Northamptonshire Police on "Project Redemption" to provide an alternative focus for approximately sixty young people at risk of exclusion from local secondary schools, to support improved behaviour and engagement.
- Running a Conversation Café for ESOL students from the library in Daventry

- Staging a cookery masterclass for people living with motor neurone disease, in partnership with the national MND Association, based in Northampton
- Hosting the “Summer SENDsation” festival at Booth Lane, in partnership with Northamptonshire County Council, to showcase opportunities for people with learning difficulties and/or disabilities
- Hosting the Bangladesh Catering Association’s competition for the national curry chef of the year and taking part on the judging panel
- Promoting facilities hire by many local sports clubs and other community organisations, including the Motor Neurone Disease Association, Deaf Hub and Indian Hindu Welfare Organisation

Community Cohesion/Student Services

The College plays an important part in acting as the direct link between students, partner agencies and the community to coordinate and support opportunities for partnership working within the College’s locality. Students benefit from advice on a range of issues about living in and supporting the community, receive support to deal with any issues and concerns, and mediation is utilised where appropriate to resolve developing tensions.

The College works with partner agencies such as the Police, local universities and schools, and numerous charities to run campaigns, events and activities throughout the year to encourage more students to engage with the College community and to engage with/improve their local communities.

Examples of the College supporting community cohesion include:

- Establishing and maintaining regular contact with both student and community groups by co-ordinating programmes such as “NC Faith”, The College LGBT Support Group and a College wide central enrichment programme.
- Developing and delivering a wide range of pastoral care for students, and in particular for those who are vulnerable
- Promoting student safety both on and off campus. (safeguarding)

Estates

The College is continually seeking ways to enhance its estate in order to support social inclusion. This includes:

- Accessible car parking close to all main entrances
- All-gender toilet facilities at all site
- Multi-cultural toilets (e.g. facilities for Wudu) at Booth Lane and Daventry campuses
- Quiet/faith rooms with foot wash facilities at all campuses
- A purpose built public health room used by the NHS for pregnancy and maternity related matters
- Buggy service provided for clients who require assistance to access the Lanes Restaurant
- Raising the level of provision for high needs students with the addition of three mood rooms (two at Booth Lane and one at the Daventry campus), where lighting levels and colours can be altered to meet the needs of individual users.
- A purpose built special needs kitchen within the Daventry campus provides a facility for up to eight wheelchair users to eat and socialise at any one time. This replicates two such facilities at the Booth Lane Campus.

Diversity Data - Employee population

Please note that national average data is sourced from The Further Education Workforce Data for England (Analysis of the 2015-2016 Staff Individualised Record) [SIR15/16], The Further Education Workforce Data for England (Analysis of the 2016-2017 Staff Individualised Record) (SIR 16/17), and/or the AoC College Workforce Survey 2017 (AoC). NB The presentation of data within the SIR has changed whereby it is predominantly represented in chart/graphical format without individual value denotations and, as such, it is not always possible to determine the numerical data with absolute accuracy. Hence, either the SIR15/16 and/or SIR 16/17 data is used as a comparator, dependent on which provides numerical certainty/a relevant commentary.

- The College continues to have a higher proportion of female employees, 68.11% (615) as against the national figure of 63% (AoC). Additionally, the College demonstrates, as against the sector, high levels of equality of opportunity for females in management roles; the proportion of female managers at the College equating to 65.38% as against national benchmark figures of 57% (AoC).
- 7.75% of College employees declared disability, which is 29.1% above that recorded for the sector nationally (6%). Specifically, SIR 15/16 narrative concluded that 'close to 6% of staff in FE reported having some form of disability'; the graphical representations in SIR 16/17 suggesting this figure was unchanged. The College continues to strive, as an inclusive employer, to collect meaningful data in respect to disability as this enables a pro-active approach to supporting any employees who would benefit, in delivering their role responsibilities to the best of their ability, from reasonable adjustments.
- The College has built on the previous year's increase in the Black employee population, as against its own demographic, seeing a further increase in the past twelve months of 14.29%. However, conversion rates to employment from applications for black applicants are below that for white applicants, and scrutiny of this data in the forthcoming twelve months will form part of a new Equality Objective (please see objectives for further information).
- The College's Asian employee population has seen a 10% increase against its own demographic in the last twelve months.
- The mode age band for Northampton College employees continues to mirror that of sector at 50-54 (SIR 16/17). However, as per last year's report, the College has again seen an increase, against its own demographic, in employees aged 29 years of age or less. Specifically, in April 2016, this age group formed 12.6% of the population, in April 2017 this increased to 13.88% and in April 2017 had increased again to 15.06%. The ability to recruit younger employees is clearly an important factor in ensuring a skilled workforce for the future when considering the mode age band. However, the value of a diverse age range of employees, and the ability to recruit across the range of ages, should not be underestimated. As such, it is also important to note that there has also been an increase in the proportion of employees in the 60+ age band from 15.69% to 15.95% in year.
- The percentage of employees within the sector who prefer not to provide information regarding their sexuality equates to 19.5% (SIR 2016/2017), as opposed to 4.10% of Northampton College employees who decline to provide the information, which suggests that a significantly large majority of employees trust the College enough to provide this personal information. Accordingly, the College has seen an increase in the number of employees reporting their sexuality as either Bi-sexual or Gay, with a 16.67% and 18.18% increase respectively, as against their own demographic.

Gender Pay Gap Reporting

In accordance with the Equality Act 2010 (Specific Duties and Public Authorities) Regulations, the College published, in March 2017, its first report in respect to its gender pay gap (Please see attached).

The College's mean and median gender pay gap figures, 8.6% and 17.9% respectively, as against the *region's 10.1% and 18.4% respectively, appears to reflect favourably. However, it is too simplistic to make such direct comparisons, given the fact that colleges will employ occupational groups differently. For example, occupations such as catering and cleaning, which traditionally have a high proportion of women in low paid roles, may be outsourced or retained in-house and, as such, the comparison is not like-for-like as data pertaining to outsourced functions is not included in the gender pay reporting data. Therefore, it is important for us to focus on what actions we can take to have a neutral pay gap as opposed to benchmarking against others. Please see the Equality Objectives for details of actions.

It is worth noting that, when considering the Government Equalities Office document 'Reducing the gender pay gap and improving gender equality in organisations: Evidence-based actions for employers', the College is already carrying out fully five of the six actions determined to have had a positive impact in closing the gender pay gap, and works to the sixth action partially.

NB *Region equates to twelve other College's in the locality who fulfilled the statutory requirement to publish their data on the Gender Pay Gap Service (<https://gender-pay-gap.service.gov.uk/>)

Equality and Diversity Action Plan (Equality Objectives) – Completed and reported in May 2018

	Diversity Area	Objective	Action	Date for final review	Lead	Outcome	Impact																																				
1	Ethnicity	BME groups continue to reach achievement rates that are comparable to the College overall outcomes	<p>Monitor progress of BME cohorts at termly monitoring meetings. Identify and monitor interventions where potential shortfalls are identified.</p> <p>Monitor progress towards, and achievement of, high grades, to ensure consistency of Value Added for all cohorts.</p>	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services	<p>2016/17 Data: Overall achievement (all ages) was 86.9%. The majority of ethnic groups were broadly similar (+/- 3%) to this value other than Caribbean (80.7%, 192 enrolments), White/Asian (79.7%, 69 enrolments), White / Black African (71.1%, 83 enrolments) and White / Black Caribbean (83.6%, 225 enrolments) which together make up 5% of enrolments.</p> <p>2017/18: Student progress to target is BRAG rated at 5 key assessment points during the year and progress of all student cohorts are reviewed at School Monitoring Meetings, which take place every 6 weeks; interventions are identified for under-performing students.</p> <p>69% of students are working at or above target (all ethnic groups). Most ethnic groups are working at broadly similar levels other than Arab, other mixed/multiple ethnic origin, Bangladeshi, Caribbean, Chinese, Irish, White and Asian and White and Black Caribbean groups. It should be noted that the numbers of enrolments in many of these groups are small and differences may not be significant.</p> <p><i>Evidence:</i></p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>% working at or above target</th> </tr> </thead> <tbody> <tr><td>African</td><td>71%</td></tr> <tr><td>Any other Asian</td><td>81%</td></tr> <tr><td>Any other Black / African / Caribbean</td><td>70%</td></tr> <tr><td>Any other ethnic group</td><td>69%</td></tr> <tr><td>Any other mixed / multiple ethnic origin</td><td>58%</td></tr> <tr><td>Any other white</td><td>75%</td></tr> <tr><td>Arab</td><td>60%</td></tr> <tr><td>Bangladeshi</td><td>62%</td></tr> <tr><td>Caribbean</td><td>63%</td></tr> <tr><td>Chinese</td><td>57%</td></tr> <tr><td>English / Welsh / Scottish / Northern Irish / British</td><td>68%</td></tr> <tr><td>Indian</td><td>70%</td></tr> <tr><td>Irish</td><td>50%</td></tr> <tr><td>Pakistani</td><td>75%</td></tr> <tr><td>White and Asian</td><td>58%</td></tr> <tr><td>White and Black African</td><td>70%</td></tr> <tr><td>White and Black Caribbean</td><td>62%</td></tr> </tbody> </table>	Ethnicity	% working at or above target	African	71%	Any other Asian	81%	Any other Black / African / Caribbean	70%	Any other ethnic group	69%	Any other mixed / multiple ethnic origin	58%	Any other white	75%	Arab	60%	Bangladeshi	62%	Caribbean	63%	Chinese	57%	English / Welsh / Scottish / Northern Irish / British	68%	Indian	70%	Irish	50%	Pakistani	75%	White and Asian	58%	White and Black African	70%	White and Black Caribbean	62%	Consistency of performance across the student cohort.
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2	Ethnicity	Students within BME groups have the same opportunities as all students to realise their aspirations and ambitions	Monitor and evaluate Higher Education (HE) destination data for BME groups/total BME students cohort, as compared to the White British student cohort.	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and	<p>Broadly similar progression rates to Higher Education are seen for BME students compared to English/Welsh/Scottish/British, other than the below with LOWER progression:</p> <ul style="list-style-type: none"> - any other white background - Gypsy or Irish Traveller 	Equality of access to Higher Education.																																				

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			<p>Monitor and evaluate achievement rates for BME groups vis-à-vis progression to HE.</p> <p>Once the data has been analysed this will shape any improvement strategy that may be required.</p>		Quality)/Head of Student Services	<p>- Chinese or Irish</p> <p>The below groups have HIGHER levels of progression:</p> <ul style="list-style-type: none"> - Arab - Caribbean - White and Black African - White and Black Caribbean <p>It should be noted that the cohort sizes of some of these ethnic groups are small and differences may not be significant.</p> <p><i>Evidence:</i></p> <table border="1"> <thead> <tr> <th></th> <th>No. Students</th> <th>% progressing to HE</th> </tr> </thead> <tbody> <tr><td>African</td><td>48</td><td>10.1</td></tr> <tr><td>Any other Asian background</td><td>9</td><td>8.7</td></tr> <tr><td>Any other black/African/Caribbean</td><td>3</td><td>7</td></tr> <tr><td>any other mixed/multi-ethnic</td><td>4</td><td>8.2</td></tr> <tr><td>Any other white background</td><td>42</td><td>4.1</td></tr> <tr><td>Arab</td><td>4</td><td>13.8</td></tr> <tr><td>Bangladeshi</td><td>15</td><td>10.8</td></tr> <tr><td>Caribbean</td><td>13</td><td>14</td></tr> <tr><td>Chinese</td><td>0</td><td>0</td></tr> <tr><td>English/Welsh/Scottish/NI/British</td><td>302</td><td>9.1</td></tr> <tr><td>Gypsy or Irish Traveller</td><td>0</td><td>0</td></tr> <tr><td>Indian</td><td>9</td><td>11.7</td></tr> <tr><td>Irish</td><td>0</td><td>0</td></tr> <tr><td>Other</td><td>4</td><td>12.1</td></tr> <tr><td>Pakistani</td><td>4</td><td>11.1</td></tr> <tr><td>White and Asian</td><td>3</td><td>10.3</td></tr> <tr><td>White and black African</td><td>4</td><td>13.8</td></tr> <tr><td>White and black Caribbean</td><td>16</td><td>15.4</td></tr> </tbody> </table>		No. Students	% progressing to HE	African	48	10.1	Any other Asian background	9	8.7	Any other black/African/Caribbean	3	7	any other mixed/multi-ethnic	4	8.2	Any other white background	42	4.1	Arab	4	13.8	Bangladeshi	15	10.8	Caribbean	13	14	Chinese	0	0	English/Welsh/Scottish/NI/British	302	9.1	Gypsy or Irish Traveller	0	0	Indian	9	11.7	Irish	0	0	Other	4	12.1	Pakistani	4	11.1	White and Asian	3	10.3	White and black African	4	13.8	White and black Caribbean	16	15.4	
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3	Looked After Children	Continue to improve achievement rates and outcomes for Looked After Children (LAC)	<p>Evaluate key data for this student cohort e.g. achievement, attendance and retention rates.</p> <p>Assistant Principals and Student Services to regularly collaborate and monitor individual student progress/implementing appropriate supportive intervention when required.</p> <p>Monitor high-grade performance vis-à-vis overall College outcomes.</p>	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services	<p>2016/17: LAC achievement = 89.5% (72 students, 191 enrolments), High grades 4.4%. Non-LAC achievement = 86.8% (5872 students, 11,164 enrolments), high grades 13.7%.</p> <p>2017/18: Current retention of LACs = 88.5%, non-LACs = 94.1% Attendance of LACs monitored via CQSE. Close attention is paid to attendance and progress to target every six weeks through School Monitoring Meetings with liaison between Student Services and Curriculum Teams. A revised process for monitoring progress to target has been developed – BRAG rating. The proportion of students working at or above target is broadly similar for LAC and non-LAC groups. The proportion of students working above target (Blue) is higher for LACs than non-LACs (25% vs 15%).</p>	Consistency of performance across the student cohort.																																																									

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4	General	Improve outcomes for students in receipt of Free School Meals (FSM) vis-à-vis the entire student cohort	Identify areas for improvement and develop/implement specific quality improvement strategy with effect from September 2018.	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services	<p>2016/17: FSM achievement = 81.4% (338 students, 783 enrolments), 10.6% high grades.</p> <p>Non-FSM achievement = 87.3% (5606 students, 10572 enrolments), 13.7% high grades.</p> <p>2017/18: Current retention: FSM = 92.9%, non-FSM = 94.0% Attendance of FSM students is monitored via CQSE. Close attention is paid to attendance and progress to target every six weeks through School Monitoring Meetings with liaison between Student Services and Curriculum Teams. The proportion of students working at or above target is around 8% lower for FSM than non-FSM groups. The proportion of students working below target / in danger of not achieving is higher for FSM than non-FSM (22% vs 14%).</p> <p><i>Evidence:</i></p> <table border="1"> <thead> <tr> <th>Progress</th> <th>FSM</th> <th>All</th> </tr> </thead> <tbody> <tr> <td><i>Blue</i></td> <td>13%</td> <td>15%</td> </tr> <tr> <td><i>Green</i></td> <td>45%</td> <td>51%</td> </tr> <tr> <td><i>Amber</i></td> <td>20%</td> <td>20%</td> </tr> <tr> <td><i>Red</i></td> <td>22%</td> <td>14%</td> </tr> <tr> <td><i>AT OR ABOVE TARGET</i></td> <td>58%</td> <td>66%</td> </tr> </tbody> </table>	Progress	FSM	All	<i>Blue</i>	13%	15%	<i>Green</i>	45%	51%	<i>Amber</i>	20%	20%	<i>Red</i>	22%	14%	<i>AT OR ABOVE TARGET</i>	58%	66%	Consistency of performance across the student cohort.
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5	General	Secure improved progression opportunities for entry level/level 1 Foundation students	Progression offers to be made to all Foundation students who reach their qualification target and engagement expectations.	May 2018	Deputy Principal/Heads of School	<p>For 2016/17, positive destinations (i.e. further study, apprenticeships, employment) for Foundation students were for Booth Lane cohorts 84% and for a Daventry group 62.5%.</p> <p>For students who may have withdrawn from a Foundation programme early, re-engagement opportunities were available later in the academic year through a Fresh Start Foundation initiative, and positive destinations for this cohort were at 60%.</p>	Equality of access to progression opportunities.																		
6	Ethnicity	Improve outcomes for the White British student cohort	Teaching delivery to differentiate in recognition of the underperformance of this student cohort.	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and	<p>2016/17: White British achievement was broadly similar to overall achievement (85.7% vs 87.0%).</p>	Consistency of performance across the student cohort.																		

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			Termly monitoring meetings to include evaluation of progress for this student group.		Quality)/Head of Student Services	<p><i>Evidence:</i></p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Starts</th> <th>Ach Overall %</th> <th>High %C</th> </tr> </thead> <tbody> <tr><td>White/Black African</td><td>83</td><td>71.1</td><td>12.9</td></tr> <tr><td>White/Asian</td><td>69</td><td>79.7</td><td>14.3</td></tr> <tr><td>Caribbean</td><td>192</td><td>80.7</td><td>12.9</td></tr> <tr><td>White/Black Caribbean</td><td>225</td><td>83.6</td><td>20.8</td></tr> <tr><td>Pakistani</td><td>66</td><td>84.8</td><td>3.2</td></tr> <tr><td>White British</td><td>6,265</td><td>85.7</td><td>16.3</td></tr> <tr><td>Irish</td><td>21</td><td>85.7</td><td>14.3</td></tr> <tr><td>Arab</td><td>77</td><td>87.0</td><td>5.6</td></tr> <tr><td>Other Mixed</td><td>102</td><td>87.3</td><td>5.2</td></tr> <tr><td>Bangladeshi</td><td>300</td><td>87.7</td><td>9.4</td></tr> <tr><td>Chinese</td><td>49</td><td>87.8</td><td>10.4</td></tr> <tr><td>Other Black</td><td>95</td><td>88.4</td><td>5.5</td></tr> <tr><td>African</td><td>1,171</td><td>88.4</td><td>8.7</td></tr> <tr><td>Other White</td><td>2,179</td><td>90.5</td><td>9.6</td></tr> <tr><td>Other</td><td>61</td><td>91.8</td><td>15.3</td></tr> <tr><td>Other Asian</td><td>215</td><td>92.1</td><td>11.7</td></tr> <tr><td>Indian</td><td>143</td><td>95.8</td><td>19.6</td></tr> <tr><td>Not Provided</td><td>31</td><td>96.8</td><td>10.0</td></tr> <tr><td>Gypsy/Irish Traveller</td><td>3</td><td>100.0</td><td>0.0</td></tr> <tr><td></td><td>11,347</td><td>87.0</td><td>13.5</td></tr> </tbody> </table>	Ethnicity	Starts	Ach Overall %	High %C	White/Black African	83	71.1	12.9	White/Asian	69	79.7	14.3	Caribbean	192	80.7	12.9	White/Black Caribbean	225	83.6	20.8	Pakistani	66	84.8	3.2	White British	6,265	85.7	16.3	Irish	21	85.7	14.3	Arab	77	87.0	5.6	Other Mixed	102	87.3	5.2	Bangladeshi	300	87.7	9.4	Chinese	49	87.8	10.4	Other Black	95	88.4	5.5	African	1,171	88.4	8.7	Other White	2,179	90.5	9.6	Other	61	91.8	15.3	Other Asian	215	92.1	11.7	Indian	143	95.8	19.6	Not Provided	31	96.8	10.0	Gypsy/Irish Traveller	3	100.0	0.0		11,347	87.0	13.5	
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7	General	Increase the conversion rate of female students by 5%	<p>Investigation of Key Stage 4 achievement rates of males and females in Northamptonshire.</p> <p>A College strategy to be developed and implemented by September 2017 to identify/implement actions, which will focus on improving outcomes for female students.</p>	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services	<p>2016/17: The achievement of female students was slightly higher than that of the achievement of male students (87.1% vs 86.6%). High-grade achievement of female students was higher than that of male students (14.3% vs 12.5%).</p> <p>2017/18: Current retention of female and male students is broadly similar (93.1% female vs 93.9% males). Female students are currently making better progress to target than male students; 72% of female students are working at or above target compared to 65% of male students.</p>	Consistency of performance across the student cohort.																																																																																				
8	General	Provide each student with the opportunity and support to maximise their educational attainment	<p>Teachers and managers to have sufficiently high expectations of every student.</p> <p>Teachers and Academic Coaches to use enhanced differentiation strategies to support the least and most able students.</p> <p>Improve overall attendance rates.</p> <p>Students at risk of not achieving their individual target grades have early intervention.</p>	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)	<p>Lesson observations and learning walks have focussed on the progress that students make and the development of their knowledge and skills; these have been identified as strengths in graded lesson observations and learning walks. Planning for individual learning, including stretch and challenge, are strengths in better lessons but require improvement in others.</p> <p>Overall attendance in 2016/17 was not consistently high at 88%, and attendance for English and maths was too low at 80%. Attendance to date in 2017/18 is broadly similar to that of 2016/17 and requires improvement.</p> <p>In 2017/18, the progress students make towards target has been BRAG rated at 5 key assessment points during the year. Progress has been</p>	<p>Improvement in:</p> <ul style="list-style-type: none"> - Achievement of students' primary learning aim - Achievement of high grades - Student progress vis-à-vis starting point. 																																																																																				

	Diversity Area	Objective	Action	Date for final review	Lead	Outcome	Impact
						reviewed at School Monitoring Meetings, with intervention actions identified for students not making sufficient progress.	
9	General	Fair and consistent application of the College's Student Disciplinary process	Analyse, and continually monitor, student disciplinary data, to identify any inequality in the application of the disciplinary process.	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services	<p>There were 105 stage 4 disciplinaries in 2016/17 and there have been 106 disciplinaries to date (April) in 2017/18. A significant number of stage 4 meetings are due to students not meeting expectations for attendance across all elements of their study programme.</p> <p>As noted in the report, between 1 August 2017 and 15 April 2018, there were four complaints relating to disability and one relating to race. On investigation, it became clear that the concerns raised did not relate to the cited protected characteristics and were satisfactorily resolved, with four of the complaints not upheld and one leading to a change in process.</p>	Disciplinary process is utilised in an equitable manner.
10	Disability	Enhance existing practices for supporting students with EHC plans.	<p>Reinforce the requirements of the SEND Code of Practice with all teachers and Learning Support Assistants</p> <p>Develop a process, through eILP enabling vocational teachers to review student progress against their EHCP outcomes.</p>	May 2018	Support Manager/Manager of Learning Support (SENCO)	<p><u>SEND Code of Practice</u></p> <p>The college's Learning Support policy has been updated to encompass the breadth of activity delivered to support the SEND Agenda. The policy now links directly to the 2015 SEND Code Of Practice, and clarifies the responsibilities of <u>all</u> staff in relation to making best endeavours for students with SEND. Both ALS Managers (SENCO and Business Support) are currently working towards the National SENCO Award, which is due to be completed by the end of July 2018.</p> <p><u>EHCP Outcomes</u></p> <p>The current EILP system uses a discreet icon, which enables teachers to view the outcomes from their student's Education Health and Care Plans, by clicking the icon. Due to the implementation of new MI systems, system developments have been postponed and are due for review following the implementation of the Pro-suite. ALS Managers have requested membership of the College's working group to ensure the new system can replicate current facilities as far as possible. All Curriculum Managers have been offered a series of training sessions, for delivery in their morning meetings.</p>	Students with EHCPs are working towards the outcomes stated in their plans through aspirational targets.
11	Disability	Establish existing, and create new, progression pathways for Foundation and Supported Learning Students	Analyse progression data for 2016/2017 to inform an action plan for 2017/2018.	May 2018	Head of School – ESOL, Foundation and Supported Learning	<p>Progression analysis 16/17 shows strong progression in Foundation Learning from certain areas of provision to positive destinations (Next Step Progression foundation (93.75%) and Booth Lane-based General Foundation (84%) range is from 60% to 93.75%, range to higher level is 6.25-22% across different courses).</p> <p>Action to change to qualification offer in FL in 17/18 to focus on skills for progression – personal skills, study skills, work readiness.</p> <p>98.4% of Supported Learning students progress to positive destinations but 35.7% progress within levels. Action in year to address appropriate challenge to enable students to progress. Aspiration and progression addressed at every parents evening.</p>	Provide further progression opportunities.

	Diversity Area	Objective	Action	Date for final review	Lead	Outcome	Impact
						Pathways clearly established across provision for 18/19. 26 Supported Learning students progressing to wider college compared to 10 in 2017/2018.	
12	Disability	Enhance work placement opportunities and supported internships with local employers for Support Learning students	<p>Analyse and report on work placements in Supported Learning for 2016/2017 to promote the benefits for employers.</p> <p>Sustain progress through engagement with employers identified through liaison with the Business Centre.</p> <p>Monitor progression of students into employment.</p>	May 2018	Head of School – ESOL, Foundation and Supported Learning	<p>Thirteen supported internships in 17/18. First year of programme. Placements matched to student aspiration:</p> <ul style="list-style-type: none"> - Kier/WSP at NCC - Wyevale Garden Centres - Nursery provider Giggles in Daventry - Northampton College engagement in Catering and Library Service <p>Increased range of placements in 18/19 including Highgate House Apprenticeship progression pathway, liaison with Job Centre</p>	<ul style="list-style-type: none"> - Promoting Community Cohesion - Enhance opportunities for students to progress into employment.
13	General	Raise the outcomes for groups of underperforming Apprentices who share a protected characteristic.	<p>Further analysis of Apprenticeship outcomes by protected characteristic to be undertaken.</p> <p>An action plan to be developed as part of the Business Centre Quality Improvement Programme to support improvements where required.</p>	May 2018	Business Centre Consultant/Assistant Principal – Employer Engagement and Enterprise	<p>Actions taken in 2016/17 to address variations in performance, including by equality and diversity measures, limited further decline in performance in that academic year. However, there remain several gaps in the performance of different groups (see below).</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Students with a declared disability do better than those without. • There are no significant performance gaps for students when analysed by sex. <p>Weaknesses:</p> <ul style="list-style-type: none"> • 24+ and 16-18 students do less well than 19-23 students. • Students with BME ethnicities do significantly less well than White students. • Students with dyslexia do significantly less well than those without. <p>Actions taken in-year to address these issues include:</p> <ul style="list-style-type: none"> • Introduction of weekly student monitoring to more effectively manage performance and identify barriers to success. • Purchase of CognAssist diagnostic and support software to provide more effective support for students with learning difficulties (further work to secure impact). • Training for all staff on Neurodiversity and CognAssist to increase their skills in supporting students with learning difficulties/disabilities. <p>Further work is required to secure sufficient improvement in the performance of some groups. A detailed analysis of those areas with identified underperformance will be completed, and recommendations from it incorporated into the Apprenticeship Quality Improvement Plan.</p>	Consistency of performance across the Apprenticeship cohort.

	Diversity Area	Objective	Action	Date for final review	Lead	Outcome	Impact
						<p>Headlines from 2016/17 outcomes:</p> <ul style="list-style-type: none"> • Age: variation in timely achievement rate by age group reflecting significant variation in performance across the provision: <ul style="list-style-type: none"> ○ 16-18: 57.9% (NA 62.4%) ○ 19-23: 63.5% (NA 63.3%) ○ 24+: 53.2% (NA 60.3%) ○ In-year data indicate these gaps remain for students expected to complete in the current academic year. • Disability: students with a declared disability did better than those without indicating effective, often informal, support provided by assessors and other staff: <ul style="list-style-type: none"> ○ No disability: 58.0% (NA 62.3%) ○ Declared disability: 68.8% (NA 64.9%) ○ In-year data indicate that students with a declared disability continue to do better than those without. • Ethnicity: students identified as White ethnicity did significantly better than those identified as BME ethnicities did, reflecting significant variation in performance across the provision. <ul style="list-style-type: none"> ○ BME (all): 45.2% (NA 60.6%) ○ White: 59.7% (NA 62.5%) ○ In-year data indicates a significant closing of this gap although a small gap remains. • Sex: There are no significant achievement gaps for female and male students. In-year data confirms there remains no significant performance gap between female and male students. • Learning Difficulty: Students with dyslexia do significantly less well than those with no identified learning difficulty (but better than the very low national average): <ul style="list-style-type: none"> ○ Dyslexia: 43.5% (NA 25.6%) ○ No learning difficulty: 59.7% (63.1%) ○ In year data indicates this gap remains. <p>Data source: ProAchieve (8/5/18). Note: National averages quoted are based on ProAchieve values and may not precisely match those reported on official National Achievement Rate Tables. To be carried forward.</p>	

Equality and Diversity Action Plan (Equality Objectives) – To cover the period 1 June 2018-30 April 2019

	Diversity Area	Objective	Action	Date for Interim review	Lead	Outcome	Intended Impact
1.	General	<p>Improve outcomes of the following Apprenticeship groups so they are comparable to the College's overall Apprenticeship outcomes:</p> <ul style="list-style-type: none"> • Students without a declared disability • 24+ and 16-18 year old students • BME students • Students with dyslexia 	<p>Undertake a detailed internal review of the performance of students from identified underperforming groups and the reason for their lower than average timely achievement.</p> <p>This will result in recommendations which are to be implemented as part of this action plan and the Apprenticeships Quality Improvement Plan.</p>	January 2019	Assistant Principal – Employer Engagement		Timely achievement rates for identified groups within +/-5 percentage points of whole cohort (where student numbers are representative)
2.	General	<p>Classroom: Continue to improve outcomes for students receiving free school meals (FSM) so their outcomes are comparable to the College overall outcomes</p>	<p>Through CQSE and School Monitoring Meetings, monitor the performance of students receiving FSM including using BRAG (progress toward target) measures.</p> <p>Where progress is slow, implement support/actions plans.</p>	<p>Monitoring: October 2018 onwards</p> <p>Review final outcomes: July 2019</p>	Assistant Principals		Student achievement rates for FSM groups within +/-5 percentage points of whole cohort
3.	General	<p>Classroom: Improve the outcomes for students with the learning difficulties/disabilities listed below so their outcomes are comparable to the College overall outcomes:</p> <ul style="list-style-type: none"> • Aspergers • Autism (no support) • Affecting mobility (no support) • Dyscalculia (no support) • Dyslexia • Hearing impairment (with support) • Mental Health • Other learning difficult • Other medical condition (no support) • Other physical disability (no support) 	<p>Review and, where appropriate, revise recruitment process to ensure rapid identification of students' learning difficulties/disabilities.</p> <p>Ensure all identified students have appropriate support plans in place shared with delivery team (sample reviewed).</p> <p>Monitor closely the progress of students in these categories as requiring support through team and SMM meeting.</p> <p>Review performance of these students through final outcomes.</p>	<p>July 2018 (report in May 2019)</p> <p>September 2018 (report in May 2019)</p> <p>October 2018 ongoing</p> <p>July 2019</p>	<p>Enrolment Group</p> <p>Assistant Principals</p> <p>Assistant Principal (Teaching, Learning and Quality) and EMT</p> <p>Deputy Principal</p>		Consistency of performance across the student cohort

	Diversity Area	Objective	Action	Date for Interim review	Lead	Outcome	Intended Impact
		<ul style="list-style-type: none"> Other specific learning difficulty (no support) Temporary disability after illness (no support) 					
4.	General	Classroom: Continue to provide each student with the opportunity to support and maximise their educational attainment	<p>Curriculum teams to plan and deliver learning to meet individual student's needs.</p> <p>Implement revised Teaching, Learning, Assessment (TLA) and Improvement Policy, and align this to performance management processes, to focus on broader measure of TLA and revised observation/development process.</p> <p>Evaluate and analyse TLA through the above Policy/performance management processes.</p> <p>Deliver targeted CPD based on the above to support all teachers to enhance their skills.</p>	<p>September 2018</p> <p>Autumn Term</p> <p>Spring Term</p> <p>January – September 2019</p>	<p>Assistant Principals</p> <p>Vice Principal Executive Director of HR</p> <p>Assistant Principal (Teaching, Learning and Quality)</p> <p>Assistant Principal (Teaching, Learning and Quality)</p>		<p>Improvement in:</p> <ul style="list-style-type: none"> Achievement of high grades Positive value-added for all learner groups and qualification types
5.	General	Fair and consistent application of the College's Student Disciplinary process	Further analyse and monitor all stages of disciplinary meetings to identify any inequality in the application of the disciplinary process, and links to protected characteristics and outcomes.	Initial review January 2019	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Student Services Manager		Dependent on outcomes of analysis
6.	Disability	To further develop and improve Curriculum teams' understanding of the Equality Act 2010 (in respect to students), specifically the consideration of reasonable adjustments in respect to exam access arrangements	Training to be delivered by relevant ALS Specialist(s) to Curriculum teams.	January 2019	ALS Curriculum Manager (SENCO)		To improve the compliance of applications for exam access arrangements as per the JCQ regulations
7.	Disability	To develop a consistent and structured process to improve the quality of feedback received from Curriculum teams in respect to the statutory annual reviews of Education, Health and Care	Training to be provide to Curriculum Managers for dissemination across their respective teams.	January 2019	ALS Curriculum Manager (SENCO)/Learning Support Business Manager		To improve the quality of how the College reviews support for students with EHCPs, so at to better prepare them for adulthood and independent study.

	Diversity Area	Objective	Action	Date for Interim review	Lead	Outcome	Intended Impact
		Plans (EHCP) across the College.					
8.	General	Ensure that all College marketing materials reflect the diversity of the College population	<p>Carry out an annual audit on printed and online marketing materials to ensure representation of target cohorts.</p> <p>Review College website to ensure imagery and case studies represent people with an appropriately diverse range of protected characteristics.</p> <p>Review process for producing design briefs and conducting photographic shoots to ensure that diversity is always high profile.</p> <p>Celebrate success and achievement of cohorts such as BME, SEND, LACs and female students in STEM subjects, through PR and internal communications.</p>	January 2019	Head of Marketing		To promote the profile of the College as an inclusive learning and working environment within the community
9.	General	Embed equality within the Marketing strategy, through a strong focus on protected characteristics and inclusivity	<p>Prioritise the promotion of activities and events that focus on the diversity agenda.</p> <p>Promote further the accessibility of the College's premises and services to relevant external groups and audiences.</p> <p>Take an active role in commenting on diversity issues in public through blogging, commenting on social media and radio interviews.</p> <p>Generate content that focuses on protected characteristics from within the student body, and in support of national and international themed days and weeks.</p>	January 2019	Head of Marketing		To promote the profile of the College as an inclusive learning and working environment within the community
10.	General	Continue to improve achievement rates and outcomes for LACs and students leaving care.	Monitoring key data for this student cohort e.g. achievement (BRAG), attendance and retention rates, thus	March 2019	Deputy Principal/Assistant Principals/Assistant Principal (Teaching,		Consistency of performance across the student cohort

	Diversity Area	Objective	Action	Date for Interim review	Lead	Outcome	Intended Impact
		Early intervention with students who are failing to achieve the required attendance and timekeeping requirements.	<p>enabling early intervention when concerns are identified.</p> <p>Assistant Principals and Students Services team to regularly collaborate and monitor individual students progress/implementing appropriate supportive intervention when required.</p> <p>Monitor high-grade performance vis-à-vis overall College outcomes.</p>		Learning and Quality)/Head of Student Services		
11.	General	<p>Continue to identify and improve achievement rates and outcomes for children who are young carers.</p> <p>Early intervention with anyone within this group of students who is failing to achieve the required attendance and timekeeping requirements.</p>	<p>Monitoring key data for this student cohort e.g. achievement (BRAG), attendance and retention rates, thus enabling early intervention when concerns are identified.</p> <p>Assistant Principals and Students Services team to regularly collaborate and monitor individual students progress/implementing appropriate supportive intervention when required.</p> <p>Monitor high-grade performance vis-à-vis overall College outcomes.</p>	March 2019	Deputy Principal/Assistant Principals/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Consistency of performance across the student cohort
12.	General	To ensure that all young people in identified vulnerable groups receive additional support in preparing for work or Higher Education (e.g. job applications/applications for university)	Through the development of the College's Career strategy, in line with Gatsby Benchmarks, provide careers intervention.	March 2019	Deputy Principal/Assistant Principals/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Improvement in work or Higher Education destination for this student cohort
13.	Disability	To ensure the new Advanced Construction Engineering Centre is designed and delivered with full accessibility	Monitor design and construction	From July 2018	Executive Director of Estates		Provide unrestricted access to Advanced Construction Engineering Centre when the building opens in 2019
14.	Reducing the Gender Pay Gap	Ensure that HR Policies and Procedures promote equality in respect to gender pay	<p>As a result of the review:</p> <ul style="list-style-type: none"> • Paternity, Maternity, Adoption and Shared Parental leave policies have been revised to ensure enhancements to statutory pay have parity. For example, the paternity pay has 	To be published following approval at Policy and Strategy in			To promote equal pay and the reduction of the gender pay gap

	Diversity Area	Objective	Action	Date for Interim review	Lead	Outcome	Intended Impact
		Enhance employees' awareness of the College's responsibility in respect to pay equality and actions to reduce the gender pay gap	<p>been increased to full pay for the full period.</p> <ul style="list-style-type: none"> Employees requesting paternity leave are now required to meet with HR to enable them to be informed of the other leave entitlement available to them and to be advised how these can be accessed. Update the College's Pay Policy, which will be revised in 2019, to speak explicitly to the importance of gender and equal pay considerations. Amend HR induction programme to include information in respect to pay equality Brief employees on the College's Gender Pay Gap Report/actions Use the launch of the revised Pay Policy to iterate the message regarding equality of pay. 	<p>December 2018</p> <p>May 2019</p> <p>January 2019</p> <p>April 2019</p> <p>June 2019</p>			
15.		Improve employment conversion rates for BME applicants	<p>Analyse conversion rates for the period 1 September 2018 to 31 December 2018 and investigate, as appropriate the shortlisting/selection process for White and BME applicants to identify any disparities.</p> <p>If adaptations are required to enhance the equity of the recruitment and selection processes identify and implement these accordingly.</p>	<p>February 2019</p> <p>April 2019</p>			