

# Equality & Diversity Report June 2017

## Section A: The Woodhouse Community

### 1. A survey picture of the Woodhouse Student Community

The following data was collected through surveys. The response rate is large enough (respectively 666, 433, 466 in 2014, 2015 and 2016) to be able to have some confidence in its accuracy as a representation of the College.

<b>RELIGION (%)</b>	2014	2015	2016
Atheist/none	29	29	30
Buddhist	1	1	1
Christian	28	27	25
Hindu	4	4	3
Jewish	1	2	1
Muslim	17	18	25
Other	16	17	12
Unsure/agnostic	3	3	3

<b>SEXUAL ORIENTATION (%)</b>	2014	2015	2016
Heterosexual/straight	88	83	86
Gay/lesbian	1	2	4
Bisexual	5	7	5
Not sure	3	3	3
Other	2	2	2
Prefer not to say	2	3	1

<b>Did at least one of your parents go to university and get a degree? (%)</b>	2014	2015	2016
Yes	50	56	56
No	45	40	39
Don't know	5	5	5

<b>What is the main language spoken at home? (%)</b>	2014	2015	2016
English	51	52	46
Another language, not English	12	12	16
English AND another language	38	36	38

Key message from these data: Woodhouse College is an engine of social mobility. A significant minority (~40%) of students come to the college with the ambition to be the first generation in their family to go to university. Only about half of Woodhouse students come from a family where English is the first and only language spoken.

### 2. Student Population Data

These data are drawn from the College's ILR returns which include all students enrolled at the College (after the 6-week qualification period).

## Student Gender Profile

	13/14	14/15	15/16	16/17
F	63%	63%	64%	61%
M	37%	37%	36%	39%

Note that according to JCQ data, in 2016 44.8% of all A level entries were by male candidates and 55.2% were female. In sixth form colleges nationally, 41.2% of A level students were male and 58.8% female. So the College is more biased towards females than overall nationally or in sixth form colleges. The percentage of females dropped significantly in 16/17.

Applications for places at the College have been constant at 61% female and 39% male in each of the last five years.

It is worth mentioning that in the student surveys, the following results were gathered for gender:

Gender (%)	2016	2015	2014
Female	62	72	70
Male	36	26	29
Trans/Other	2	2	1

Whilst the 2014 and 2015 surveys clearly over-represented female students, it is interesting to note that the proportion of students identifying as trans or other gender is consistently around 1-2%. We know also that some students change their gender identity during their two years at Woodhouse, and this is an increasing trend.

## Student Ethnicity Profile

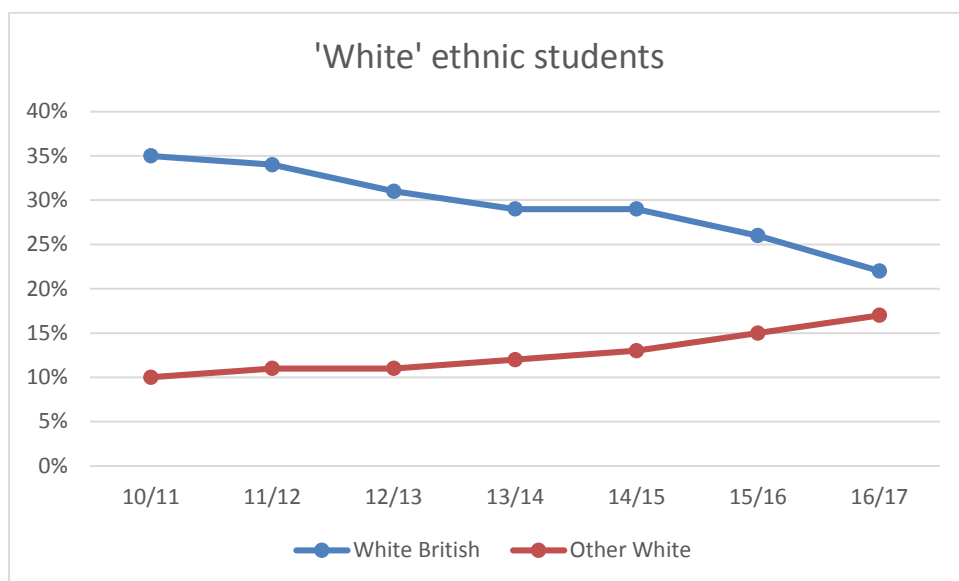
	13/14	14/15	15/16	16/17
Any Other	6%	6%	7%	8%
Bangladeshi	4%	4%	5%	5%
Black African	13%	14%	14%	14%
Black Caribbean	4%	5%	5%	4%
Black Other	1%	1%	2%	1%
Chinese	2%	2%	2%	1%
Indian	8%	7%	5%	5%
Mixed	11%	11%	11%	10%
Other Asian	7%	6%	5%	7%
Pakistani	1%	2%	3%	3%
White	41%	42%	42%	40%

Note that the proportion of students from minority ethnic groups is significantly higher than in the borough of Barnet generally (64% White at last census) or London as a whole (45% White).

According to the above data, there have not been huge changes in the College's ethnic profile in the last four years. However, there have been significant changes in the 'White' category:

	10/11	11/12	12/13	13/14	14/15	15/16	16/17

White British	35%	34%	31%	29%	29%	26%	22%
Other White	10%	11%	11%	12%	13%	15%	17%



### Disadvantage profile

The percentage of students claiming the post-16 bursary are as follows:

	13/14	14/15	15/16	16/17
Bursary	21%	23%	21%	19%
Free meals	-	10%	8%	7%
Economic Deprivation Funding	5.0%	5.5%	4.9%	5.1%

### 3. Disciplinary Data

The College has a system of teacher-issued 'cause for concerns' for a range of identified issues such as behaviour, poor attendance, attitude to learning. If a problem escalates beyond this informal level, then there is a formal disciplinary system. In 2016-17, cause for concerns and disciplinary warnings were issued as follows:

Gender	Concerns	Disciplinaries
Female	49%	44%
Male	51%	56%

Given that the population in the College is 61% female, this shows that male students are significantly more likely to be under concern or in the disciplinary system. The data for the previous year is very similar.

Ethnicity	College population	Concerns	Disciplinarys
Any Other	8%	11%	12%
Bangladeshi	5%	4%	4%
Black African	14%	20%	20%
Black Caribbean	4%	6%	7%
Chinese	1%	1%	0%
Indian	1%	3%	4%
Mixed	5%	9%	9%
Other Asian	10%	6%	6%
Other Black	7%	2%	3%
Pakistani	3%	2%	2%
White	40%	35%	33%

This data suggests that Black African and Caribbean, Indian and mixed-ethnicity students are more likely to be drawn into concern or disciplinary processes, whereas White and other Black students are less likely. Again, the data is similar the previous year.

#### 4. Activity Report

Woodhouse has a number of active student-led societies. These include:

- Feminist Society (Fem Soc)
- Spectrum (LGBTQ group)
- Somali Society
- Islamic Society
- Christian Society

Each of these five groups has been highly active, well supported and visible in 2016-17, raising the profile of equality and diversity, and contributing to a harmonious community.

The Islamic Society and the Christian Society collaborated on producing guidelines for the quiet room and turning it into a space that is open and welcome to all.

The College adopted a policy on religion in the summer of 2016, following extensive consultation with staff, students, parents and governors.

## Section B: Achievement

### 1. Pass rates (in all qualifications)

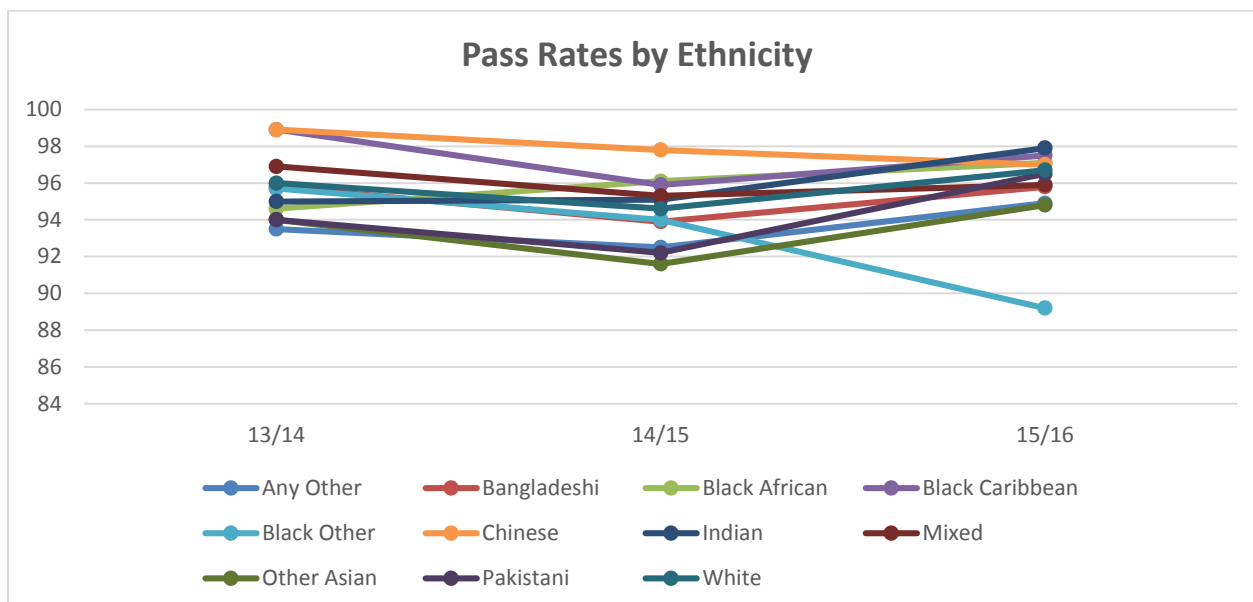
%	13/14	14/15	15/16
F	96.8	95.4	96.8
M	93.8	93.3	95.6
Gap	3	2.1	1.2

There is a gender-gap in pass rates but it is narrowing.

%	13/14	14/15	15/16
Any Other	93.5	92.5	94.9
Bangladeshi	95.8	93.9	95.8

Black African	94.6	96.1	97.1
Black Caribbean	98.9	95.9	97.5
Black Other	95.7	94	89.2
Chinese	98.9	97.8	97
Indian	95	95.1	97.9
Mixed	96.9	95.3	95.9
Other Asian	94	91.6	94.8
Pakistani	94	92.2	96.5
White	96	94.6	96.7

It is clear that the pass rates of the group 'Black Other' dipped in 15/16. This was a small number of students (21 out of over 1300).



%	13/14	14/15	15/16
Bursary	95.4	94.1	95.4
Non-bursary	95.8	94.8	96.6
Gap	0.4	0.7	1.2

The gap has been widening between bursary and non-bursary students.

## 2. Retention (all qualifications)

%	13/14	14/15	15/16
F	96.9	97.9	96.8
M	97.4	97.5	96.6
Gap	-0.5	0.4	0.2

Retention is similar across genders.

%	13/14	14/15	15/16
Any Other	95.2	97.7	96.3
Bangladeshi	97.9	97.5	97.5
Black African	98.5	98.1	96.6
Black Caribbean	95.3	98.2	97.6
Black Other	100	97.1	97.4
Chinese	97.9	98.9	98.5
Indian	99.5	99.3	98.3
Mixed	96.4	94.6	94.4
Other Asian	96	97.3	97.3
Pakistani	98.5	100	93.4
White	96.7	98.1	97.1

Here, the Pakistani and Mixed groups fell below others in 15/16, and Mixed was also low the previous year. The Mixed group contains a significant number of students (143 in 15/16) whilst Pakistani is a smaller group (34).

%	13/14	14/15	15/16
Bursary	97.2	98.2	97.9
Non-bursary	97.1	97.7	96.4
Gap	-0.1	-0.5	-1.5

Here, the gap is growing but with bursary students achieving increasingly higher retention rates compared with non-bursary students.

### 3. Value Added Data

These data refers to the Level 3 value added, which is the government's official measure of value added. In this model, the decimal figures refer to a proportion of a grade above or below expectations. Thus an overall VA figure of -0.18 means that students achieve on average 0.18 (or 18%) of a grade under expectations compared with students who performed similarly at GCSE. The data is for A level qualifications only.

Value Added	2014	2015	2016
Female	0.03	-0.07	-0.20
Male	0.20	0.02	-0.10

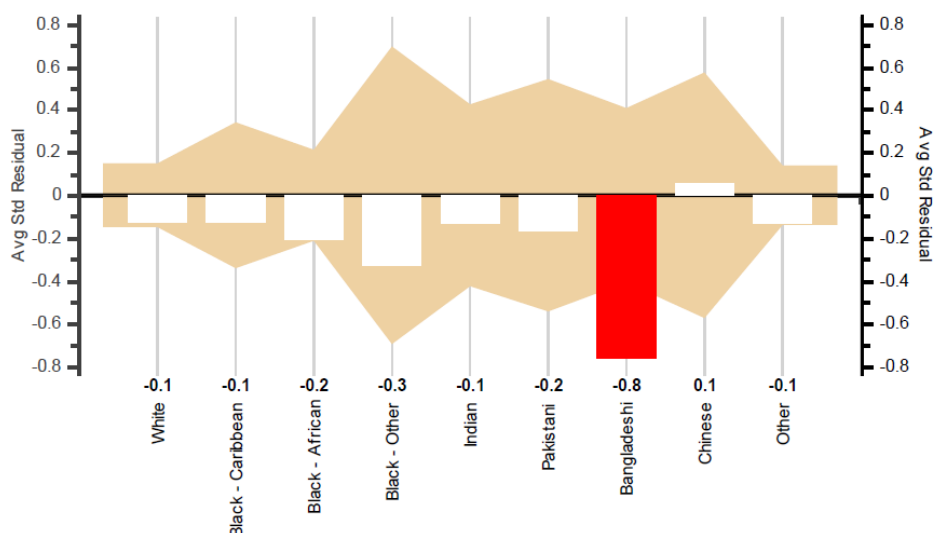
It is clear that male progress is slightly better than female, by about 10% of a grade. The College's male students are starting from a slightly lower base than the female students: in 2016, the average GCSE score for male A level students was 6.69 compared with 6.77 for female students. So it could be said that that male students catch up a little with their female counterparts at A level.

Value Added	2014	2015	2016
Disadvantaged	0.06	-0.06	-0.17
Non-disadvantaged	0.10	-0.03	-0.16

Very little significant difference here between disadvantaged and non-disadvantaged students at A level.

Analysis of value added data by ethnicity reveals that the Bangladeshi ethnic group under-perform significantly relative to the others. This is the only group that does so.

### A-Level Summary



#### 4. Progression to university

The following tables show the percentage in each category of upper sixth students who gained places at university the following year. This does not include those who took gap years.

Gender	2013	2014	2015
F	72%	74%	69%
M	70%	70%	70%

As we can see, there is no real gender gap to report.

Bursary	2013	2014	2015
No Bursary	70%	72%	70%
Bursary	75%	76%	67%

Students with the bursary were more likely to gain a place at university the following year in 2013 and 2014 but less likely in 2015. The differences are probably too marginal to tell us anything significant.

Ethnicity	2013	2014	2015
Any Other	82%	83%	63%
Bangladeshi	76%	71%	54%
Black African	79%	66%	81%
Black Caribbean	63%	65%	78%
Chinese	94%	80%	73%
Indian	74%	84%	64%
Mixed	66%	70%	73%
Other Asian	74%	76%	76%
Other Black	75%	80%	56%
Pakistani	75%	71%	79%
White	67%	72%	65%

There is a large amount of turbulence in this data, possibly reflecting the small numbers in some categories (for example, there were only 18 Indian and 13 Bangladeshi students in the 2015 cohort). There do not seem to be any significant, sustained gaps.

### Section C: Action Plan/Targets 2017/18

1. Investigate incidences of concerns and disciplinary warnings amongst male and Black students with a view to reducing them to the average level.
2. Increase pass rates amongst bursary students to that of non-bursary students.
3. Improve value added amongst Bangladeshi students to at least zero.
4. Seek to ensure relevant student societies continue in 2017-18 and build on their successes of 2016-17.
5. Appoint a staff equality & diversity coordinator with a newly elaborated brief.