

Equality & Diversity Report 2018-19

1. Staff and Student Population Data July 2019

1.1 Sex

	Students	Teachers*	Support staff*	Barnet Population
Female	61%	64%	76%	50.5%
Male	39%	36%	24%	49.5%

*Headcount not FTE

1.2 Ethnicity

	Students	Teachers*	Support Staff*	Barnet Population
Any Other	5%	0%	2%	4.1%
Asian - Other	6%	1%	5%	7.7%
Asian - Bangladeshi	5%	3%	2%	0.6%
Asian - Chinese	1%	0%	0%	2.6%
Asian - Indian	4%	5%	7%	7.6%
Asian - Pakistani	3%	4%	0%	1.6%
Black British - African	16%	0%	5%	5.9%
Black British - Caribbean	3%	0%	2%	1.2%
Other Mixed	4%	4%	0%	1.7%
Mixed White and Black African	2%	0%	0%	1%
Mixed White and Black Caribbean	2%	0%	0%	0.9%
Mixed White and Asian	4%	0%	0%	1.8%
Other ethnic group - Arab	3%	3%	0%	1.8%
White - Any Other	19%	14%	16%	18.2%
White - British	22%	66%	61%	40%
White - Irish	1%	1%	0%	2.2%

*Headcount not FTE

Compared with the Barnet population as a whole, the Woodhouse student population has far fewer White-British students; more Black African; more in the mixed categories; fewer Indian and Chinese but more in the Bangladeshi and Pakistani Asian categories.

Compared with the student population, Woodhouse teachers have a far greater proportion of White-British, and the College currently has no Black teachers at all. Support staff are similar but with a few Black staff.

In all adverts for new posts, we place this statement: *the College is committed to equality and diversity. We encourage applications from minority ethnic groups which are currently underrepresented.* Shortlisting for posts is carried out 'blind', ie with personal details such as name and ethnicity removed. This has not proved sufficient to increase the proportion of Black teachers. According to government data, 2.1% of qualified teachers come from the ethnicities Black African, Black Caribbean or Black Other.

1.3 Disability

We currently have 6 staff who are classified as disabled. This is 5%. 18.8% of students are disabled using the wide definition of the term, under the Equality Act, to include anyone who has declared a

long-term health problem. According to 'Full Fact', an estimated 19% of working age adults have a disability, using the Equality Act definition.

2. Student Achievement Data 2019

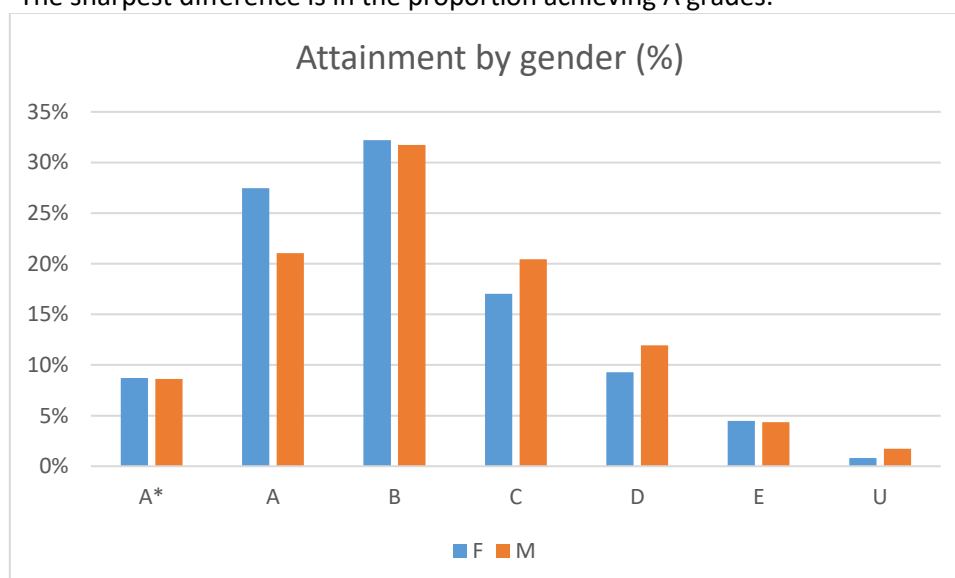
2.1 Gender

On average, female students are slightly better qualified in terms of their average GCSE points score than male students. This is reflected in the data for those students who took their A levels in 2019 shown in the table below.

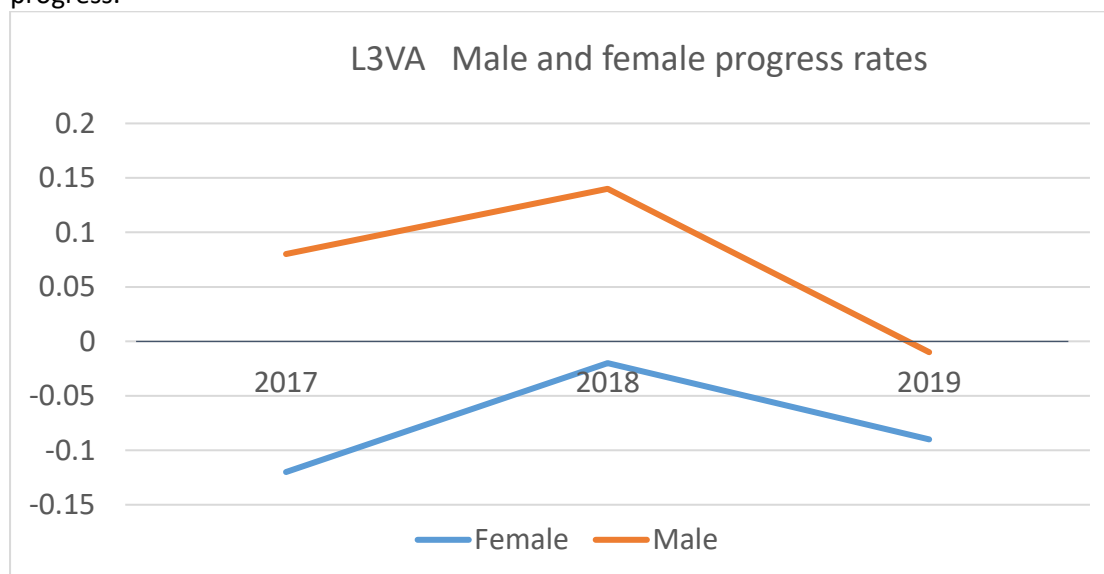
	No. of students	Mean GCSE points	Total entries	Mean entries		A*-A	A*-B	A*-E
All students	736	6.8	2214	3.01		34%	66%	99%
Female	447	6.83	1344	3.01		36%	68%	99%
Male	289	6.73	870	3.01		30%	61%	98%
Disadvantaged	195	6.74	588	3.02		26%	58%	98%
Non-disadvantaged	541	6.81	1626	3.01		37%	68%	99%
LLDD	94	6.65	278	2.96		33%	65%	99%
No LLDD	642	6.83	1936	3.02		34%	66%	99%
Black African	132	6.7	401	3.04		25%	58%	99%
White other	132	6.81	397	3.01		36%	71%	98%
White British	153	6.82	450	2.94		42%	71%	100%
Black African + PP	56	6.76	168	3.00		24%	55%	98%
White other +PP	33	6.78	101	3.06		30%	62%	98%
White British +PP	15	6.67	45	3.00		22%	56%	100%

Table 1. Summary of achievement in terms of grades by different groups - A levels 2019.

In terms of attainment, female students achieved more highly than male students in 2019. Female students were more likely to pass each A level though the number of fails was small. Also, the table above and the graph below show that female students were more successful in achieving high A level grades. For female students, 68% of A level grades were A*-B compared with 61% for male students. The sharpest difference is in the proportion achieving A grades.



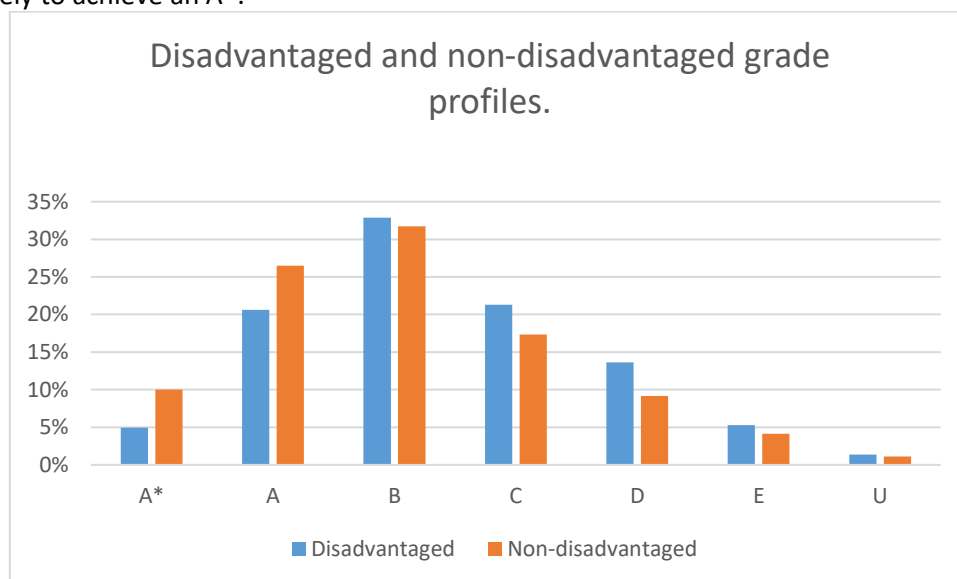
The progress students make in the college is measured by the Level 3 Value Added measure (L3VA). In terms of prior qualifications, both genders made slightly less progress than expected in 2019 though progress made by female students was lower. One difference between the genders is among those who are best qualified at the start of their courses. Male students with a high average GCSE point score (above 7.5) made above average progress in 2019 whereas highly qualified female students made significantly below average progress.



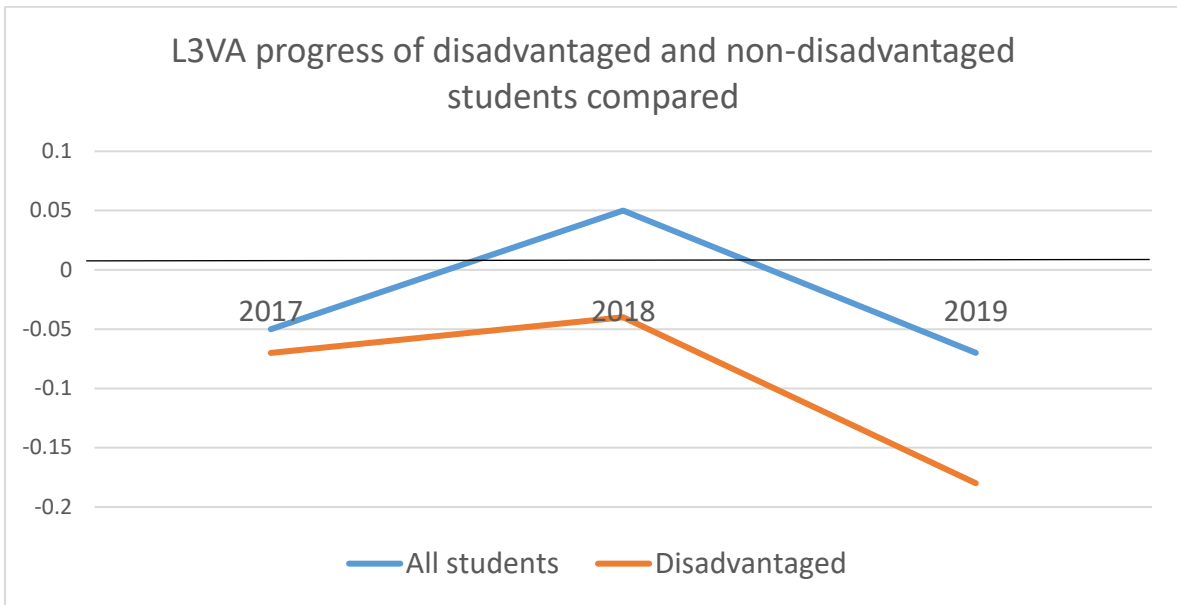
A further gender difference relates to what students study. Male students taking STEM courses make positive progress on average, but those taking non-STEM courses do not. For female students, the reverse is the case and they do better in non-STEM courses whilst making poorer progress in STEM. In 2019 this was particularly the case because of the low average progress girls made in maths.

2.2 Disadvantage

In 2019 there was a significant gap in the achievements of disadvantaged and non-disadvantaged students. This is particularly true when it comes to high grades with disadvantaged students only half as likely to achieve an A*.



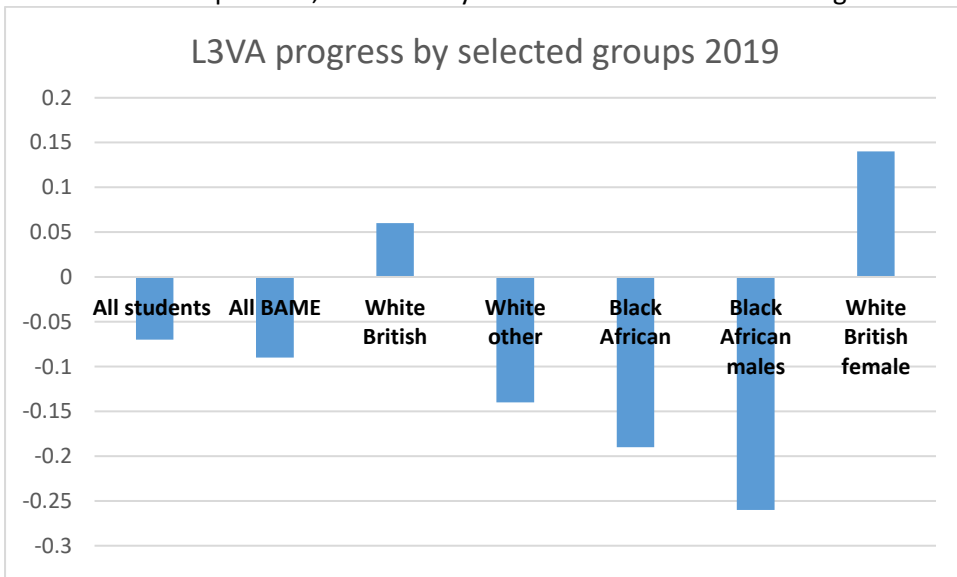
Whilst to some extent this could be accounted for in the differing GCSE profiles it is also true that disadvantaged students made less progress and this gap has widened in the last two years.



In order to address this, a whole week was dedicated to helping the new year 12 students transition into their A level courses. Recent training has been held on building students' non-cognitive skills and attributes and further work is being done in relation to cultural capital and confidence building by way of the enrichment programme.

2.3 Ethnicity

In table 1 above (page 2) there is a marked difference in attainment between students when the three largest ethnic groups are examined. Different groups also made differing amounts of progress in 2019. Whilst some of these differences may be due to overlapping factors such as certain groups choosing subjects where students generally achieved better / worse or some groups being more likely to be disadvantaged, there is clearly a wide range of outcomes and progress and addressing this in so far as is possible, will be a key focus for the staff at the College.



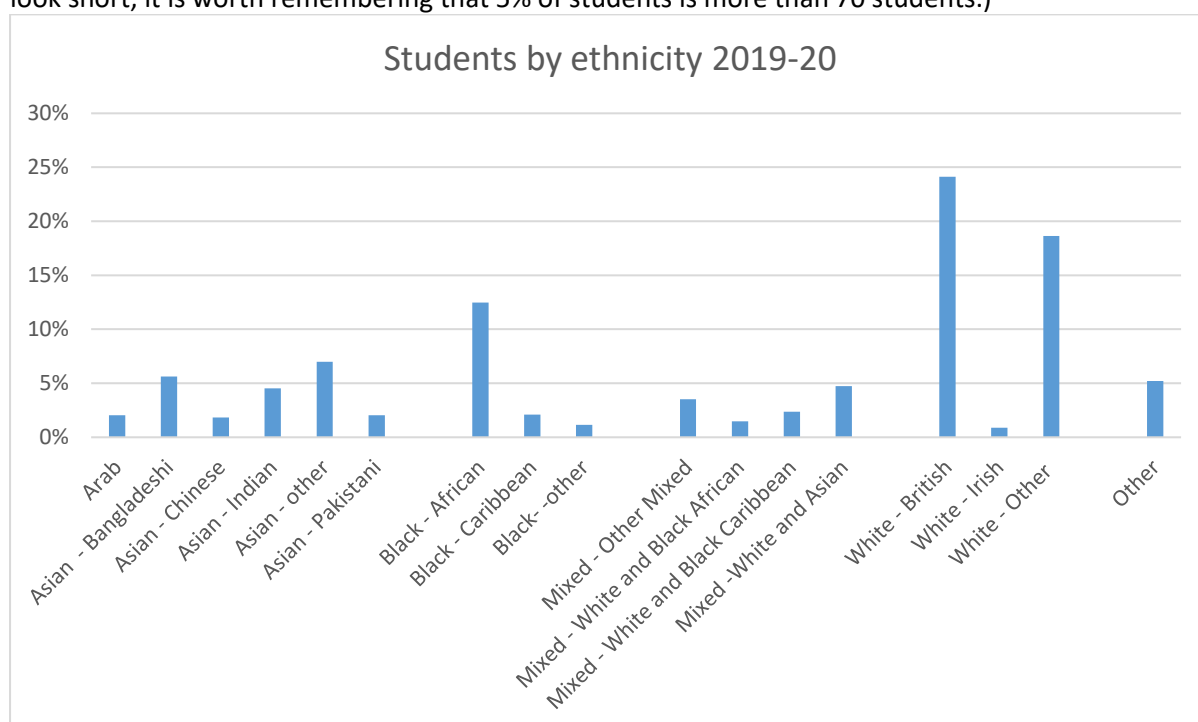
3. College Community

3.1 Community population

The College is very mixed socially and draws students from a large and varied 'catchment' across north London. In recent years the College has taken in more students who are classed as 'disadvantaged' and among leavers in 2019, more than a quarter of students (195 in total) counted as such because their former schools received a Pupil Premium for them. At the same time 10% of students come from fee-paying schools whilst others come from religious schools, single sex schools, small free schools and large comprehensives. This means that classrooms and social spaces are very mixed and some students choose to study at Woodhouse for this reason.

The student body is 61% female and 39% male and has been roughly a 60:40 split for a number of years. In the applications for 2019 entry, female students accounted for 59% of applicants so applications and enrolments are roughly in line.

The College is also very diverse in terms of ethnicity. Though the largest group, fewer than 25% of students identify as white British. White other and Black African are the second and third largest groups with 19% and 12% of students respectively. (Though the remaining columns on the chart look short, it is worth remembering that 5% of students is more than 70 students.)



3.2 Community Activity

Woodhouse strives to incorporate equality and diversity through interactive activities that invite students to learn about different cultures, religions and identities, in order to make them more open-minded thinkers. We make use of the tutorial system, assemblies, emails, posters and the student bulletin to raise awareness to key events and issues central to E&D. We also have an allocated 'Quiet Room' and a range of student led societies that promote E&D.

We dedicate a part of our weekly student bulletins to key dates that explain the meaning behind significant festivals and days. Where possible, we have sought external specialist organisations to run workshops during lunch time to allow students to engage actively in celebrating key events. An example in question was for Chinese New Year, where teachers from the Confucius Institute at SOAS came in and taught students how to make paper lanterns and how to do Chinese calligraphy. We also run dedicated tutorials to raise awareness and celebrate key events such as International Women's Day. There were also posters put up around the college of notable British female figures to educate

and inspire students. For Black History Month we had a dedicated tutorial as well as a college wide assembly run by students from the African-Caribbean society. For World Sign Language day, we ran a tutorial teaching students how to say their name through sign. In addition to the weekly 'key dates' section in the bulletin, there is also a 'what does identity mean to you?' part. For this segment, students email the E&D coordinator a few lines on what identity means to them, which then gets published. The student bulletin is emailed to all students and staff, twice-weekly.

The quiet room is a place for students to practise mindfulness and/or pray. It was created and decorated with students input. The walls are adorned with inspirational quotes from all major religions, as well as quotes from non-religious figures. There is a large sign that says 'Welcome to the Quiet Room' and is bordered by symbols and key beliefs of all religions, as well as different learning difficulties and disabilities. There are fairy lights along the ceiling, and the room has giant bean bags, pillows and decorate flowers to add to the welcoming atmosphere. It is a popular room and is used by students from different backgrounds and beliefs.

We have various student led societies at Woodhouse that promote E&D through running various events. Some societies include the Christian Union, Islamic Society, Autism Awareness Club and the Spectrum LGBTQ group.

3.3 Disciplinary & Academic Support Processes

The data below looks at students from the 2018/19 academic year. There were 1056 'cause-for-concerns' issued. These are stages logged on the virtual Dashboard platform. They represent a range of concerns that include: academic, attendance and behaviour. There are different stages (from 0 to 4) which represent the severity of the issue, but the majority of our students do not move higher than a stage 2.

The gender split was as follows:

Gender	Cause for Concerns (%)	College Population (%)
Female	617 (58%)	960 (61%)
Male	439 (42%)	609 (39%)

It is clear that male students are slightly disproportionately represented on this system more than female students.

Below is a breakdown of students from different ethnic backgrounds:

Ethnicity	Cause for Concerns (%)	College Population (%)
Asian <i>(Asian/Asian British – Any other Asian background, Asian/Asian British – Bangladeshi, Asian/Asian British – Chinese, Asian/Asian British – Indian, Asian/Asian British – Pakistani)</i>	214 (20%)	302 (20%)
Black <i>(Black/African/Caribbean/Black British – African, Black/African/Caribbean/Black British – Any other Black/African/Caribbean background,</i>	215 (20%)	299 (19%)

<i>Black/African/Caribbean/Black British – Caribbean)</i>		
Mixed <i>(Mixed/Multiple Ethnic Group - Any other Mixed/Multiple ethnic background, Mixed/Multiple Ethnic Group – White and Black African, Mixed/Multiple Ethnic Group – White and Black Caribbean, Mixed/Multiple Ethnic Group – White and Asian)</i>	120 (11%)	177 (11%)
White <i>(White – any other white background, White – English/Welsh/Scottish/Northern Irish/British, White - Irish)</i>	414 (39%)	658 (42%)
Other <i>(any other, Other ethnic group – Arab, not provided)</i>	93 (9%)	133 (8%)

There are no groups significantly disproportionately represented,

Below is a breakdown of students whom qualified for financial assistance and were on the disciplinary system.

	Number of Students	College Population (%)
Bursary	65 (6%)	266 (17%)
Free School Meals	3 (0.3%)	88 (7%)
Bursary & FSM	12 (1%)	82 (5%)

4. Targets 2019-20

1. Increase the proportion of teachers from Black ethnic groups.
2. Improve female progress (L3 VA) to at least zero (neutral).
3. Reduce the progress gap between advantaged and disadvantaged students from 0.11 in 2019 to no more than 0.05 in 2020
4. Increase progress by Black African students to at least -0.05