



WOODHOUSE

COLLEGE

Equal Opportunities & Diversity Annual Report July 2004



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1. Introduction

The year 2002-03, was an important year for the college in many ways, not least in the introduction of a suite of new equality & diversity policies and guidelines. The key task in 2003-04 has been to continue the momentum from the previous year and to build on the foundations laid down. In this, we can say that the College has been at least partially successful. It has maintained good achievement rates amongst all ethnic and gender categories. It has developed further diversity-awareness activities amongst the student body. And the Equal Opportunities Group continues to meet regularly with lively and useful meetings. However, the College has failed to keep to its timetable of policy impact reviews.

2. Equal Opportunities Group

The EO Group comprises a membership of 13 staff, drawn from all of the teaching faculties, support staff and SMT. Its main activities during this time have included:

- Planning and reviewing student tutorial materials and activities
- EO/Diversity promotion activities – including Black History Month
- Planning ‘Celebrating Success’ activities
- Evaluating/monitoring data from admissions and student achievement
- Examining the views of students on current College practices – for example over the observance of remembrance day
- Presentation and discussion about the general underachievement of black boys
- Discussion of case studies and changes in the law

3. Staff Training

- Half-day all staff on dyslexia and teaching & learning
- Half day – dyslexia and learning in mathematics
- Attendance at one LSC organised day by the EO coordinator

4. Student Activities

The College continues to promote equal opportunities through the development of student activities. The ethnic and cultural diversity of our students gives us a rich source of educational opportunities. In particular, the tutor group sessions, planned by the Student Services team, gives the students (and tutors) a great opportunity to learn about each other’s cultures, religions and countries that our students may have lived in or visited, and also discuss issues linked to discrimination and harassment.

In December, a very successful project involved Upper Sixth students researching and making presentations to their tutor groups on the subject of ‘religious and/or cultural festivals’. This led to a great deal of informative discussion about different religions and cultures within the tutor groups. Following these presentations, students were encouraged to bring food and other items to share with their group. These sessions were highly valued by the students, and greatly enjoyed by the Personal Tutors. They also helped students develop presentation skills. We intend to continue this as an annual event.

In February this year, we had another tutorial session also aimed at celebrating the diversity of our students. In this, students talked about the countries which they or their parents come from. They also discussed languages, and students taught each other basic greetings in languages which they speak. A great amount was learnt by students and tutors, and many very interesting discussions

were reported by tutors, who greatly enjoyed the session. As a result of this tutorial session, we were able to collect very interesting and impressive data. In particular, we know that our students were born in at least 56 countries, their parents were born in at least 85 countries, and there are at least 60 languages spoken by our parents. This tutorial is intended to take place every two years. Other tutorial sessions planned for the next academic year include sessions addressing discrimination and harassment.

A major focus this year has been the celebration of success. Three assemblies took place at which certificates were awarded for achievement and participation in events and activities in and out of College. Two celebrating success bulletins were issued and a notice board created on which were displayed photos and posters recording particular achievements such as sporting successes, drama productions and various extracurricular events. Another display board features student case studies and “where are they now” information. The student support officer has encouraged and supported students in organising events such as:

- National Nigeria Day
- Black History Month
- Chinese New Year
- Refugee Week
- Aids Awareness Day
- No Smoking Day
- Breast Cancer Awareness
- MC competition

Four students are actively involved in the Communication, Results and Action Committee (CRAC) set up by the Metropolitan Police and Barnet – giving young people a chance to have a say on issues that may affect them.

5. Policy Reviews

None of the policy-impact reviews due this year have taken place. The largest one of these relates to Student Services. It will be a major priority for next year (2004-05) to investigate the impact of policies and procedures in this area on different groups of students. The following are a sample of the kinds of questions we need to address.

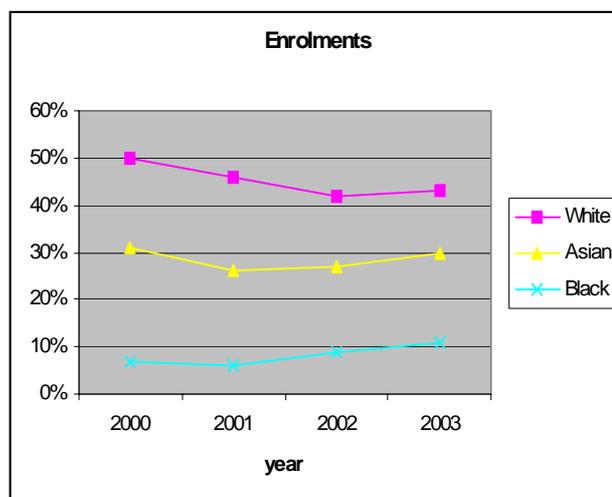
- Do some minority groups of students have a greater/lesser involvement in the recreational programme?
- Are any groups over or under represented in disciplinary procedures?
- Is attendance and punctuality uniform across different groups of students?
- Are parents from certain ethnic backgrounds more or less likely to attend consultation events?
- Are some groups of students more successful in the UCAS system?

6. Monitoring data

6.1 Participation

The following table shows enrolments by ethnic group and by gender over the last five years.

COHORT	ENROLMENTS			
	2000	2001	2002	2003
White	50%	46%	42%	43%
Indian	21%	17%	18%	20%
Bangladeshi	3%	3%	3%	2%
Pakistani	2%	1%	2%	2%
Other Asian	5%	5%	4%	6%
Black African	3%	3%	5%	7%
Black Caribbean	2%	2%	3%	3%
Black Other	2%	1%	1%	1%
Chinese	2%	4%	3%	3%
Other	8%	7%	5%	5%
Not Known	0%	6%	5%	2%
Mixed	0%	5%	8%	7%
F	54%	56%	56%	53%
M	46%	44%	44%	47%



Some 30% of North London residents are from minority ethnic groups (cf LSC EO Strategic Plan 2002-05). About 26% of Barnet residents and 37% of London residents are from minority ethnic groups (cf census data 2001). The College therefore enrolls significantly higher numbers of students from minority ethnic background than is proportionate to the population it serves. There has, over the last four years been a steady increase in the number of Black African students joining the College, but numbers remain small. There are no clear trends in other ethnic groups.

6.2 Retention

The following table shows retention by ethnic group and by gender over the last five years.

COHORT	WHOLE COURSE RETENTION			
	2000	2001	2002	2003
Any Other	100%	100%	100%	98%
Asian or Asian British - Bangladeshi	100%	100%	100%	100%
Asian or Asian British - Indian	100%	99%	100%	99%
Asian or Asian British - other Asian background	96%	100%	100%	100%
Asian or Asian British - Pakistani	100%	100%	100%	100%
Black or Black British - African	100%	100%	100%	100%
Black or Black British - Caribbean	100%	100%	100%	100%
Black or Black British - other Black background	91%	100%	100%	100%
Chinese	100%	100%	100%	100%
Mixed - White and Asian	100%	100%	100%	100%
Mixed - White and Black African	100%	100%	100%	100%
Mixed - White and Black Caribbean	100%	100%	100%	100%
Not known/not provided	100%	100%	100%	94%
White - any other White background	100%	100%	100%	97%
White - British	99%	98%	100%	99%
White - Irish	100%	100%	100%	100%
F	96%	99%	100%	99%
M	94%	99%	100%	99%

Retention remains very high across all groups of students, with no specific causes for concern.

6.3 Achievement

The following table shows achievement data for the last four years. Achievement is shown as a percentage of completers, and the data excludes key skills courses.

COHORT	ACHIEVEMENT				
	1999	2000	2001	2002	2003
Bangladeshi	63%	81%	88%	99%	96%
Black African	79%	83%	90%	98%	97%
Black Other	71%	88%	86%	92%	100%
Black Caribbean	88%	79%	89%	99%	90%
Chinese	82%	80%	88%	96%	93%
Indian	87%	90%	91%	95%	95%
Not Known		100%	71%	96%	97%
Other	84%	83%	91%	93%	96%
Other Asian	84%	86%	90%	92%	98%
Pakistani	90%	100%	84%	100%	93%
White	89%	90%	92%	96%	95%
Female	88%	90%	91%	96%	96%
Male	85%	86%	91%	95%	94%

Male students achieved at a slightly lower rate than females. Black Caribbeans are the only group under the College target of 93% but the corresponding figure in the previous year was very high. There are fluctuations and variations from year to year but no trends that point to any particular areas for concern.

An added-value summary is shown below. This shows average (standardised) ALIS regression residuals by aggregated ethnic group for each cohort at A-level. This is a concise version of a more detailed analysis made by the Assistant Principal.

	Average Standardised Residuals				
	1999	2000	2001	2002	2003
Black	-0.09	-0.12	-0.29	0.26	0.3
Asian	0.01	-0.13	-0.13	0.11	0.15
White	0.05	0.22	-0.03	0.16	0.21

In 2000, the data shows a statistically significant difference between the average added-value achieved by white students and those from minority ethnic groups. There has, however, been no such significant difference in the most recent three years.

Note that differences in added value may be explained by distributional differences. For example, the ethnic composition of the student cohort in science subjects contrasts sharply with humanities. Differences in ethnic achievement may therefore be disguised differences in subject achievement. A more detailed analysis, presented to the Equal Opportunities Group, shows that in 2003, there were statistically significant differences in added value in only one subject in 2003. This was a subject with very small numbers, only 10 students in total, and in the previous year the difference was the other way round. We may conclude that there is no evidence that students are achieving differently according to their ethnicity.

Added Value: Gender Analysis 2003

		Female	Male
A2	Average GCSE score	6.5	6.4
	Average A2 residual	0.13	0.34
	Significance	highly	highly
	Number	713	495
AS	Average GCSE score	6.5	6.4
	Average AS residual	0.08	0.12
	Significance	significant	highly
	Number	945	682

The above table shows that the female cohort in 2003 is slightly more able than the male cohort, when measured by average GCSE grade. But the male cohort achieved slightly better at AS/A2 in relation to their prior attainment.

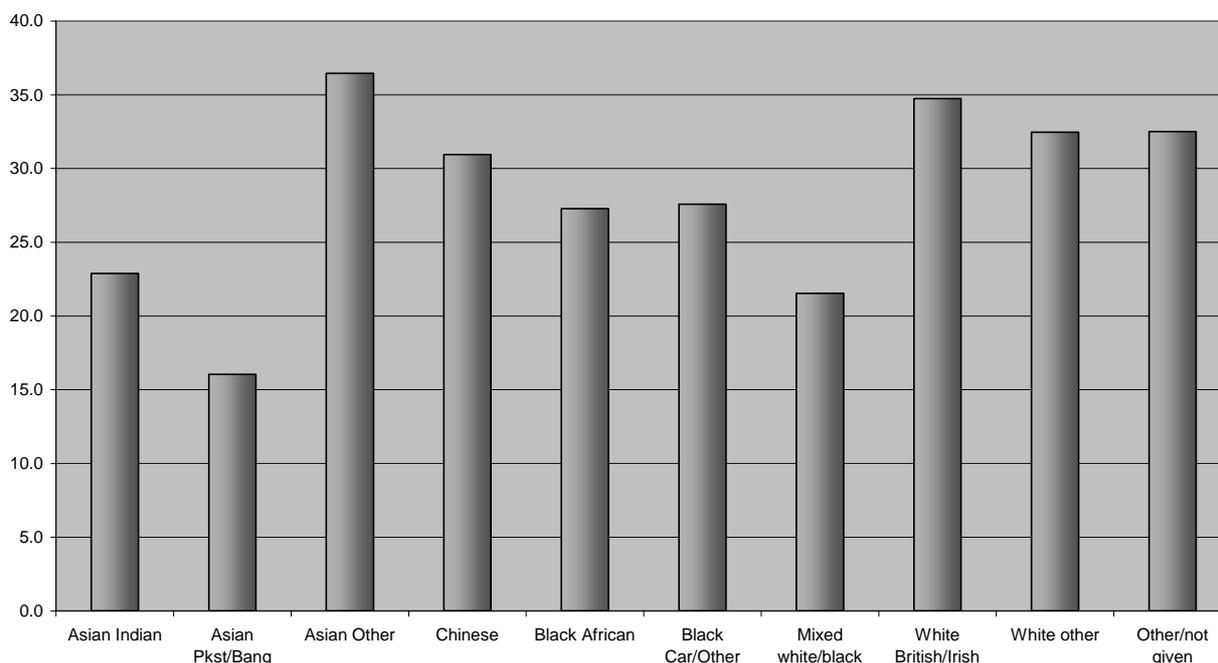
6.4 Admissions

The first table below shows the percentages of applications from each ethnic grouping for admission to the College for the academic year commencing September 2003.

White	Black African	Blk Caribbean	Black Other	Chinese	Indian	Bangladeshi	Pakistani	Other Asian	Other	Not Given
37	9	4	1	2	22	2	3	6	5	3

The chart below shows “success rates” for applications.

percentages of applicants who are now Woodhouse students

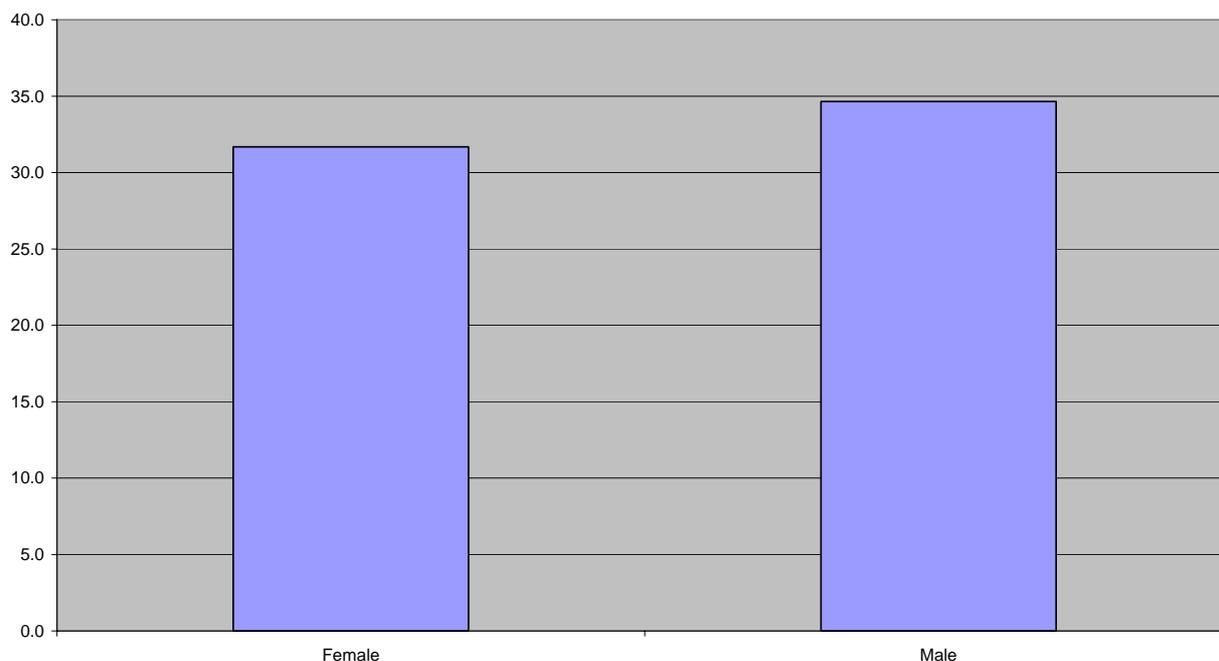


The interpretation of this picture is complex and has been the subject of much discussion in the Equal Opportunities group. There is little evidence to suggest that there is any entrenched discrimination in the admissions process. However, the disadvantage experienced by black boys, for example, which may manifest itself in lower average GCSE grades, may continue to disadvantage them in their applications to the College.

Differences in application by gender are slight. The table below shows the percentage of applications in 2003 and the chart shows success rates.

Female	53%
Male	47%

Percentages of applicants who are now Woodhouse students



6.5 Staffing

Gender profile	All staff	Teaching staff	Support staff
Male	36%	38%	31%
Female	64%	62%	69%

Ethnicity profile	All staff	Teaching staff	Support staff
Asian	7%	5%	10%
Black	4%	5%	3%
White	85%	88%	79%
Other	4%	2%	7%

The ethnic composition of teaching and support staff is quite similar. The proportion of white staff is much greater than the equivalent figure for students and is higher than the Barnet population as a whole (74%).

The majority of females on the staff extends also to the management of the College: women now form the majority on the senior management team; there are 9 female heads of department out of 13; and two of the three curriculum quality managers are women.

Recruitment data for 2003/04, shown below, require some caution because the actual numbers involved are very low with the result that percentages can vary widely from year to year. In next year's report we will analyse three-year trends. Ratios of ethnic origin amongst teaching staff have remained identical this year to 2002/03 whilst the proportion of Asian support staff has grown a little.

Teaching staff	Applications	Shortlisted	Appointed
Asian	24%	17%	13%
Black	14%	7%	0%
White	58%	76%	88%
Other	4%	0%	0%

Support staff	Applications	Shortlisted	Appointed
Asian	54%	45%	67%
Black	13%	9%	0%
White	33%	45%	33%
Other	0%	0%	0%

7. Review of Targets for 2003-04

- 7.1 The retention target of 94% was met for all ethnicity and gender groups.
- 7.2 The achievement target of 93% was met by all groups except Black Caribbean. This group comprises a low number of students therefore subject to high fluctuations in success rate – a lower than average achievement rate in 2004 would raise questions and possible concerns.
- 7.3 The target of 3 support-staff members on the EO Group was met
- 7.4 The target of no sustained negative added value is met at a whole College level but there are a few departments which have negative three-year rolling averages. This will continue as a focus in internal inspections, self-assessment and as an ongoing target.
- 7.5 The proportion of staff from minority ethnic backgrounds has grown by two percentage points.

8. Targets for 2004-05

- 8.1 Success rates for all ethnicity and gender groupings of at least 90%
- 8.2 Sustained trends of non-negative added value for all ethnicity and gender groups in all curriculum areas.
- 8.3 Increase proportion of teaching staff from minority ethnic groups.

9. Action Plan 2003-04

- Draw up and implement new timetable for policy impact reviews.
- Publicise and carry out training re harassment policies amongst staff and students
- Commission and carry out admissions research project to explain apparent differences in application outcomes amongst different groups of students.
- Increase awareness activities amongst staff and students on issues around gender and sexuality.
- Undertake survey to find out more about student attitudes to race relations within the College.

10. Review of Operational Plan 2003-04

SPECIFIC DEVELOPMENT	PERFORMANCE INDICATORS	ACHIEVED??
3.5 Strengthen the effectiveness of the implementation of the Equal Opportunities Policy and the College's response to the Race Equality Amendment Act and the Disability Discrimination Act.		
1. Review policy impacts according to timetable	Policies reviewed	No
2. Publicise & train staff/students in harassment procedures	Training/tutorial events	No
3. Investigate use of library by boys and develop initiatives to increase usage	No of books borrowed by boys	Pending
4. Increase representation on EO Group from Support Staff	Number of members	Yes
5. Attempt to increase proportion of staff from minority ethnic backgrounds	Proportion	Yes – by two percentage points
6. Introduce induction screening for English and maths	Identified students	Yes
7. Incorporate EO audits into Internal inspection procedures	In inspection reports	Yes
8. Extend in-class learning support provision to GNVQ/AVCE	Identified students receive ALS	Yes
9. Ensure systems exist for monitoring Learning Support	Termly review inc student feedback	partially complete
3.6 Celebrate diversity and student success.		
10. Extend and increase celebration of success through displays in common areas and on the internet and intranet, and through assemblies	No of assemblies, notice boards, intranet/internet displays	Yes
11. Encourage greater social interaction between students from different ethnic groups.	Responses in X-Coll questionnaire	Questionnaire delayed to next year