



WOODHOUSE
COLLEGE

Equality & Diversity Annual Report 2008-09



Equality & Diversity Report 2008-09

The purpose of this report is to:

- Provide data on the impact of College policies, processes and activities on different groups of students.
- Enable judgements to be made as to how well the College promotes equality & diversity, tackles discrimination and narrows any achievement gaps.
- Formulate priorities for action for the year 2010.

This report sits alongside and contributes to the College's self assessment report.

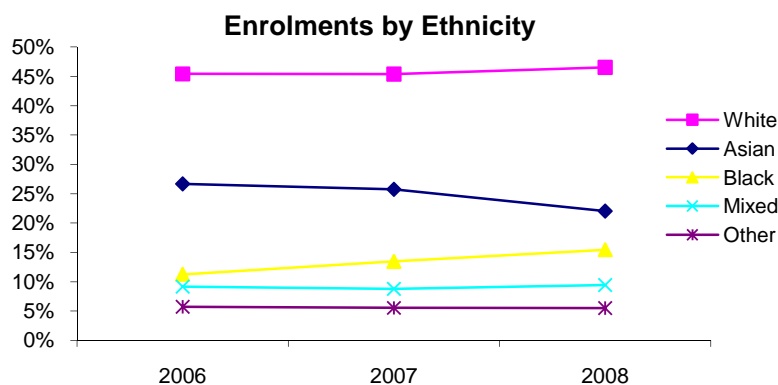
1. Monitoring Data - Students

In each table below, the year is the ending date for the cohort – thus, for example, the 2009 column refers to the 2008-09 cohort.

• Enrolment Data

The table below shows enrolment data by ethnicity for the five last years.

		Cohort	2005	2006	2007	2008	2009
White	23	White British	32%	31%	35%	33%	33%
	25	White Other	10%	11%	9%	10%	13%
	24	White Irish	1%	1%	1%	1%	1%
	W	Total	43%	42%	45%	45%	47%
Asian	12	Indian	18%	16%	13%	11%	9%
	14	Other Asian	7%	6%	5%	5%	5%
	18	Chinese	3%	3%	3%	3%	3%
	11	Bangladeshi	2%	2%	3%	4%	2%
	13	Pakistani	2%	1%	3%	3%	2%
	A	Total	32%	32%	27%	26%	22%
Black	15	Black African	7%	6%	7%	9%	10%
	16	Black Caribbean	3%	3%	4%	4%	4%
	17	Other Black	1%	1%	1%	1%	1%
	B	Total	11%	10%	11%	13%	15%
Mixed	22	Other Mixed	4%	4%	5%	4%	4%
	19	White/Asian	2%	2%	2%	2%	2%
	21	White/Black Caribbean	1%	1%	1%	1%	2%
	20	White/Black African	1%	1%	1%	1%	1%
	M	Mixed Total	7%	8%	9%	9%	9%
Other	O	Other Total	5%	6%	6%	6%	6%



The key trend is the falling proportion of Asian enrolments, and the increased size of cohorts of White and Black students. This may reflect the College's reduced numbers from Harrow, where there is an increase in school sixth form provision, and increased recruitment from Enfield.

Note that the 47% who identified as 'white' includes a substantial and increasing number from "White Other" backgrounds, including Greek and other European backgrounds who make up some 12% of the student body. In the London North LSC area 30% of the population are from minority ethnic groups yet these groups constitute 53% of College enrolments.

The table below shows enrolment by gender.

	2005	2006	2007	2008	2009
Female	52%	56%	55%	55%	58%
Male	48%	44%	45%	45%	42%

A small jump in female enrolments took place in 2008. This is not out of line with the ratio of applications (56% female, 44% male). This is hypothesised to reflect the continued achievement gap at GCSE in schools across North London (but for which data is not readily available) and the greater mobility of students from single-sex schools of which there are more all-girls schools.

Origin of enrolments by London borough are shown below. The College has grown steadily over the last three years, so a drop in the percentage may not correspond to a drop in actual numbers.

	2006	2007	2008
Barnet	45%	44%	44%
Haringey	15%	16%	16%
Enfield	13%	16%	19%
Islington	5%	7%	6%
Brent	7%	5%	4%
Harrow	4%	3%	1%
Hackney	3%	2%	3%
Camden	3%	3%	2%
Hertfordshire	1%	1%	2%
Waltham Forest	1%	1%	0%
Westminster	0%	0%	0%

- Achievement data by gender**

The table below shows the headline success rates for male and female students over the last three years. Success rates for both sexes have risen each year. Female students are slightly more likely than male students to complete and achieve on their courses and this is a consistent pattern over the period.

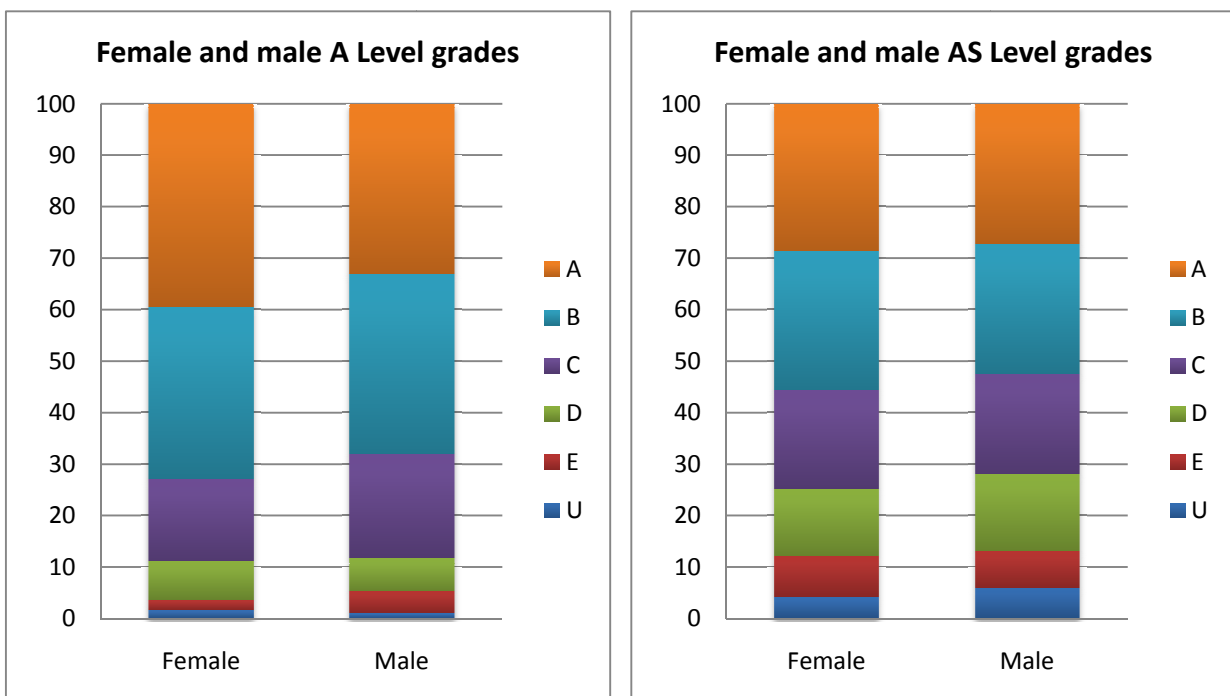
		Success	Retention	Achievement
2006-07	Female	93.4	97.7	95.6
	Male	89.2	96.6	92.4
	Difference	4.2	1.1	3.2
2007-08	Female	93.7	95.9	97.7
	Male	90.8	94.9	95.7
	Difference	2.9	1	2
2008-09	Female	94.6	98	96.6

Male	91.4	96.2	95
Difference	3.2	1.8	1.6

The following table shows that this was the case nationally too in 2008-09. However, at Woodhouse the success, retention and achievement rates for both sexes are all above national benchmarks. It also shows that there is a marginally larger success rate gap than nationally: the success rate for male students was 3.2% below the female success rate compared with there being a gap of only 2% nationally.

		Success		Retention		Achievement	
		Woodhouse	BM	Woodhouse	BM	Woodhouse	BM
2008-09	Female	94.6	85.3	98	92	96.6	92.6
	Male	91.4	83.1	96.2	91.9	95	90.4

Since achievement in graded examinations is more than simply pass/fail we can examine gender in relation to grades at A Level and AS Level.



The graphs above show that around 5% fewer male students achieved high (A/B) grades than female students at A Level and the largest difference was in the proportion of A grade outcomes. The same pattern is true at AS Level but the difference between genders is less pronounced with male students achieving 3% fewer A and B grades.

However, this does not appear to be underachievement on the part of male students. For both cohorts male GCSE grades on entry are lower than for female students and the College significantly added value to male students in 2009. This is shown in section 1.4 below. Overall, male students appear to 'travel further' than expected given their qualifications on starting at Woodhouse and when compared with the national pattern this is statistically significant.

Another useful source of data is the DCSF AAT data for KS5 which provides a further way of looking at outcomes by gender – though only for A Level students leaving the College after two years of study.

	A	B	C	D	E	F	G
	Total Point Score	Total number of entries	CVA Score	Average KS4 points	GCSE English point score	GCSE Maths point score	GCSE volume
Male	799.3	3.5	15.1	46.8	46.9	48.7	8.9
Female	835.5	3.6	15.1	49.2	50.4	49.1	9.5

These outcomes for A Level students completing their courses in 2009 show that female students left Woodhouse with an average of 836 QCA points compared with 799 points for male students. This is equivalent to just more than one A Level grade. (for example three A Levels at A, B and C with a C at AS Level for an average female student compared with B, B and C with a C at AS level for a male student.) It also shows that the mean CVA score is identical for both genders suggesting that among the second year cohort in 2008-09 the value added as calculated by the DCSF was positive and the same for males and females. (See column C) Because female students arrived with more GCSEs (column G) and at a higher average grade (column D) they would be expected to have higher grades when they leave.


When examined at subject level there are some differences though most are not statistically significant. Seven courses had significantly positive value added for one gender and there were four courses which had significantly negative outcomes by gender: for female students in A Level Chemistry and Physics and male students in AS Level Philosophy and English Language. It may be that one effect at work in some of these subjects is the effect of being in a gender minority and this will be monitored in 2009-10.

- **Achievement data by ethnicity.**

The College also analyses data by ethnicity. The table below shows success rates by ethnic group over the last three years in relation to benchmarks. All groups in all years succeeded on their courses above the national SFC benchmarks and where the difference is greater than 10% this has been highlighted in green. It shows that the difference has been consistently particularly marked for all groups of black students.

	2006-07 <i>BM</i>		2007-08 <i>BM</i>		2008-09	<i>Numbers (starts</i>
Asian						
Chinese	90	84.6	95.6	88.6	95	130
Bangladeshi	91.7	78.5	89.6	81.1	95	86
Indian	91.8	84.8	90	85.5	94	341
Pakistani	90.1	80.2	88.1	81	98	80
Other Asian	89.5	80.7	93.7	81.9	91	198
Black						
Black African	93.1	82.8	94.1	83.4	97	399
Black Caribbean	89.4	78.4	93.8	81.3	95	171
Black other	94.1	77.2	94.6	80	97	37
Mixed						
Mixed white /Asian	92.2	84.9	95.6	83.8	93	84
Mixed white/ African	84.4	78.2	97.5	82.8	95	56
Mixed white / Caribbean	97.7	79.4	96	80.8	95	79

Mixed other	88.4	82.5	92.0	82.5	92	156
White						
White British	91.2	83.8	91.8	84.9	93	1260
White Irish	92.9	83.2	92.7	82	92	52
White other	94	79.7	92.1	81.7	91	474
All other						
Other	93	78.7	94.3	79.5	93	207
Unknown	94.3	80.4	93.2	79.1	89	38

 = groups with success rates 10% or more above benchmark

The same data can be re-presented in relation to the College averages to discern if there are consistent achievement 'gaps' with some groups underperforming. In the table below the green boxes are those values at least 2% above the College mean and the red ones are those at least 2% below. This table suggests that no group persistently underperforms though success rates for 'other Asian' students appear relatively low in two of the three years. 'Black other' students consistently appear to do well however.

	2006-07	BM	2007-08	BM	2008-09
Asian					
Chinese	90	84.6	95.6	88.6	95
Bangladeshi	91.7	78.5	89.6	81.1	95
Indian	91.8	84.8	90	85.5	94
Pakistani	90.1	80.2	88.1	81	98
Other Asian	89.5	80.7	93.7	81.9	91
Black					
Black African	93.1	82.8	94.1	83.4	97
Black Caribbean	89.4	78.4	93.8	81.3	95
Black other	94.1	77.2	94.6	80	97
Mixed					
Mixed white /Asian	92.2	84.9	95.6	83.8	93
Mixed white/ African	84.4	78.2	97.5	82.8	95
Mixed white / Caribbean	97.7	79.4	96	80.8	95
Mixed other	88.4	82.5	92.0	82.5	92
White					
White British	91.2	83.8	91.8	84.9	93
White Irish	92.9	83.2	92.7	82	92
White other	94	79.7	92.1	81.7	91
All other					
Other	93	78.7	94.3	79.5	93
Unknown	94.3	80.4	93.2	79.1	89

College success rate

91.5

92.4

93.3

 = 2% or more above College mean  = 2% or more below College mean

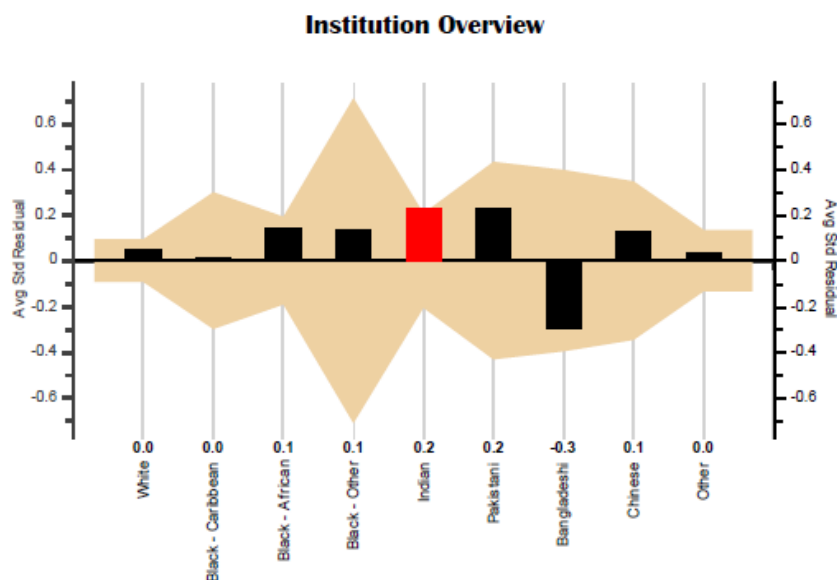
- **Value added**

Average standardised residuals (value added) as calculated by ALIS for A-level:

	2007		2008		2008	
	Average GCSE score	Value added (st. residual)	Average GCSE score	Value added (st. residual)	Average GCSE score	Value added (st. residual)
Male	6.62	0.15	6.49	0.075	6.5	0.11
Female	6.69	0.085	6.65	0.0005	6.7	0.04

Female students start their courses with slightly higher average prior qualifications. Although they achieve higher pass rates, it is the male students who achieve higher value added. In other words, students come to the College with an existing achievement gap between the two sexes but male students make better relative progress at College than female students, although both genders achieve more highly than they would be expected to do elsewhere.

The following chart and table show value added (standardised residuals) in 2009 for different ethnic groupings.



Ethnic Group	Number of Students	Average GCSE Score	Value-Added (Average Std Residual)	Error (99% Confidence)
No Answer	6	6.7	0.36	0.85
White	496	6.6	0.05	0.09
Black - Caribbean	47	6.4	0.01	0.30
Black - African	107	6.7	0.14	0.19
Black - Other	9	6.5	0.13	0.71
Indian	98	6.5	0.22	0.21
Pakistani	22	6.6	0.23	0.43
Bangladeshi	28	6.5	-0.30	0.40
Chinese	37	6.8	0.13	0.35
Other	228	6.6	0.03	0.13

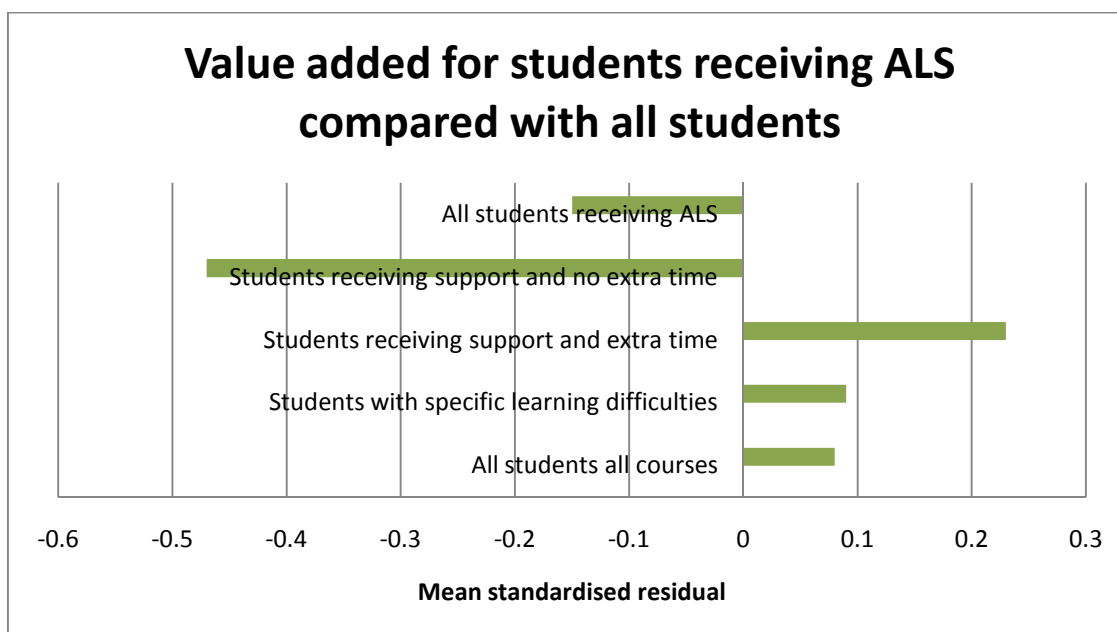
There are no sustained, significant differences in value added between students from different ethnic origins at a whole-College level or at the level of individual subjects though Indian students achieved significantly positively in 2008-09. However, some 'patterns' require monitoring. The small number of

students from Bangladeshi backgrounds for instance have had negative average residuals at AS Level for the past two years and whilst not a statistically significant pattern, this may be worth further consideration.

In the ALIS reports by subject, only one A-level subject in 2009 had a statistically significant negative difference in value added by ethnic grouping: in English Language, Bangladeshi students achieved significantly lower VA than other ethnic groups. However, these were only three students, and there is no trend over time.

- **Learning Support**

Students receiving additional learning support are no more likely to fail at A Level than students in the College generally. 57% of grades for students receiving support were A or B grades. Value added analysis suggests Additional Learning Support is effective when special exam conditions are involved. A2 students in receipt of substantial ALS and having special examination provision had positive VA outcomes of +0.23 compared with +0.08 for those not receiving support. Students receiving support on its own had negative value added. The twenty-five students in this group had needs which included emotional support, behavioural difficulties, study skills needs and non-dyslexic specific difficulties.



2. Staffing

A comparison is shown in the following tables between current data and those in the first Equality annual report to show distance travelled over seven years.

- **Staffing by gender:**

	2002				2009		
	All staff	Teaching staff	Support staff		All staff	Teaching staff	Support staff
Staff Gender (%)							
Female	65	61	72		64	63	65
Male	35	39	28		36	37	35

The gender ratio of staff overall has hardly changed over the last seven years. However, teaching and support staff are now much more closely aligned.

- **Staffing by ethnicity:**

Staff ethnicity (%)	2002			2009		
	All staff	Teaching staff	Support staff	All staff	Teaching staff	Support staff
Black	6	5	7	3	5	0
Asian	5	5	3	10	11	10
Mixed	2	2	3	1	2	0
White	87	88	87	86	83	90

The ethnicity profile has not changed significantly in seven years, although the proportion of staff from an Asian background has more than doubled. The proportion of teachers who self declare as White has gone down by 5 percentage points. The staff remains overwhelmingly White in comparison to the student body (47%) and the local North London community (70%).

However, contextual data from the TDA helps explain the challenges involved in increasing BME proportions of teaching staff : 86% of teachers in Barnet are white (compared with 83% at Woodhouse); in the whole of England, 95% of teachers are White; new entrants to teacher-training courses are now running at about 11-12% BME.

- **Staffing by disability**

11% of College staff have self-declared as having a disability or impairment.

- **Recruitment data (2008-09):**

Teaching staff	Applications (%)	Shortlisted (%)	Appointed (%)
Asian	15	14	50
Black	0	0	0
White	85	86	50
Other	0	0	0

Support staff	Applications (%)	Shortlisted (%)	Appointed (%)
Asian	24	9	0
Black	11	9	0
White	52	73	100
Other	7	9	0

Teaching staff	Applications (%)	Shortlisted (%)	Appointed (%)
Female	22	43	50
Male	78	57	50

Support staff	Applications (%)	Shortlisted (%)	Appointed (%)
Female	67	73	67
Male	33	27	33

Numbers of posts are small in both cases, with two teaching and three support staff appointments made. In the case of teaching appointments, it is clear that short-listing matches application rates in terms of ethnic profile. Female applicants would appear, however, to do better than their male counterparts at each stage of the process. In contrast, , the gender profile of appointments to support staff matches that of applications but White applicants do better than other ethnic categories at each stage.

3. The Promotion Of Equality & Diversity

- Tutorials are used systematically to promote cross-understanding of different faiths, cultures and belief systems. In 2008-09, tutorials were held on topics such as “What’s My Story? (Cultural backgrounds) and “Language & Prejudice”. To help support the latter tutorial, but also as part of a general College campaign this year against homophobia, all staff underwent training on homophobia behaviour and language. This training was jointly run by one of the College’s gay students. As one outcome of the campaign, a student Lesbian & Gay group has been set up, which has been very successful in promoting sexual orientation issues. Many festivals and celebrations of diversity were held in 2008-09, as in previous years, and acknowledged in common areas of the College. These include such events as Black History Month, Chinese New year, Lesbian & Gay History Month. Students took an active part in organising and running such events, as they did with the Cultural Show and the huge array of fund-raising and awareness-raising activities they undertook to support the Anti-Slavery Foundation this year. The latter campaign was led by the College Council and included tutorial activities devised and led by students.
- The College promotes safety and feelings of safety amongst its students with great zeal. Health & safety procedures and risk assessments are undertaken assiduously. Site safety is assured through CCTV, ID badges, SMT patrols and an increasing level of physical safety features. Unauthorised intruders (often friends or relatives of College students) are identified and ejected quickly. In the end of year survey, over 97% of students agreed with the statement that they feel safe in the College. College procedures for complaints and for reporting bullying or harassment are widely publicised through tutors, student diaries and induction, but very few incidents are reported, and none of a racist nature. This year, the College recruited a team of senior cybermentors, working with BeatBullying, the government’s campaign against online bullying. Senior tutors, and the Director and Manager of Student Services work with individual students who are vulnerable to culturally-related threats such as forced marriage. This year the College was able to open a new service to students, the Health base, which gives confidential advice and services to students in College on a range of health and sexual issues.
- The development and strengthening of the College community has been a key focus during 2008-09. The main emphasis has been on active participation as a means of bringing students together, of emphasising their similarities and common values. Initiatives have included in-College buddy schemes, mentoring schemes with Year 11 students at the partner schools, the inception of the Duke of Edinburgh at the College, Jack Petchey awards, student led societies and events, greater student involvement in self assessment and quality improvement, celebrating success assemblies, and a greater range of “Woodhouse Challenge” events which have included events on cultural and religious topics . But most of all, the role of the College Council and the larger tutor group representative bodies have been enhanced and supported. The Principal attends tutor group representative meetings for Principal’s Question Time events. The Vice-Principal attends Council meetings. For the first time this year, a successful student-organised leavers prom took place, under the auspices of the Council. 86% of students, in the Framework for Excellence survey, feel that the College is good or very good at listening to their views and 83% that the College is very/good at acting upon those views. In internal College surveys, 65% of students agreed with the statement “I feel that students’ views are listened to carefully by the College” in 2008 but by 2009 the figure was 85%. “The College gives all students an equal chance to succeed” had 91% agreement in both years. In a recent internal diversity survey, the first of its kind, 20% of students responded that they believe the College could do more to promote relations between different ethnic groups. However, there were conflicting views expressed as to what kinds of things the College should do. The following three quotes sum up differing opinions expressed:
 - “I feel there is a good mix of students who interact based on similar personalities therefore the college itself does not need to intervene to promote relations between different ethnic groups”
 - “more international days/ events; mixed faith or culture discussion groups”

- “I don't know but the college is quite cliquy in terms of race and I'm guessing it's because people feel more able to "conform" with people of their own race which is pretty ignorant in my opinion. Cultural shows don't integrate races they just display them.”
- The College Equal Opportunities Group meets regularly and draws its membership from a cross-section of College staff. It has recently decided to expand its membership to include students, and this is a key development for next year. The EO Group recently hosted a series of discussions and debates on the future direction of celebrating diversity, and a range of voices were heard. The outcomes of this debate were the focused prioritisation of the EO Groups’ work to include:
 - The promotion of “Tolerance & Respect”
 - A desire to deepen the content of cultural celebration
 - The need to draw up a monitoring task list and timetable.
- Subject departments reflect on and assess their own records on equality & diversity through self assessment. These include routine analyses of value added by gender and ethnicity. Line manager lesson observations include a prompt to remind the observer to think about equality issues. Learning materials are free from bias, and departments take the opportunities afforded them in the curriculum to use materials and activities that develop understanding of equality and diversity. Teachers are aware of the need to ensure that group-based activities are not always based upon friendship groups but are changed and mixed from time to time to give all students an opportunity to work with different individuals, of varying gender, class, and ethnic background. The College recognises that some teachers are more proactive in this than others. All subject areas and parts of the College are accessible to students with physical disabilities, and most departments have experience of teaching students with a range of physical needs. Training is provided as required.
- The College has a suite of policies and equality schemes that are compliant with legislative requirements. It intends to review these in 2009-10 and to subsume them into a single equality scheme, and to update the content in line with the Single Equality Bill which is currently passing through parliament.

4. Priorities for Action 2009-10

Priority Issues	Planned Actions 2010
Create and carry out timetable of policy impact assessments	<ul style="list-style-type: none"> • Impact assessments of relevant policies • Review impact assessment template
Improve detailed monitoring of results by gender and ethnicity at departmental level.	<ul style="list-style-type: none"> • Each department to monitor achievement / success rates by gender and ethnicity as well as VA data. • Examine potential ‘minority effect’ on results by gender and consider appropriate actions to ameliorate • Analyse achievement data by Bangladeshi students in more detail
Improve disability data monitoring and responsiveness	<ul style="list-style-type: none"> • Capture and report disability data of students and staff • Analyse student and staff applications by disability • Review disability aspects of Staff Recruitment & Selection Policy • Consult disabled students and staff
Further develop College E & D Committee	<ul style="list-style-type: none"> • Recruit additional student members • Integrate equality initiatives and celebrations of diversity into curriculum areas in a more meaningful way

	<ul style="list-style-type: none"> • Develop further staff training in admissions, students with learning needs, general equality and diversity issues • Review recruitment processes with a view to increasing minority ethnic staffing levels. • Review Equality Policy in light of new (expected) legislation and consultation with stakeholders
Maintain high quality outcomes for all student groups	<ul style="list-style-type: none"> • Success rates for all ethnicity and gender groupings of at least 90% • Sustained trends of non-negative added value for all ethnicity and gender groups in all curriculum areas • High satisfaction rates for all student groups, analysed by gender, ethnicity and disability • Investigate further satisfaction and achievement of students receiving ALS