

# Strode's College Equality Objectives

2015-2020



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### Background

Our vision is to be the first choice college for students in Runnymede, Spelthorne and the surrounding area and our purpose is to inspire students to fulfil their potential by providing a broad and high quality education in a supportive and dynamic learning environment.

### Our Values are to:

- Deliver excellence
- Behave with integrity
- Respect each other
- Value diversity

The College's commitment to equality and diversity was initially directed by the Single Equality Scheme action plan, which allowed the College to make significant progress with equality and diversity. This was recognised by Ofsted when they inspected the College in March 2015. To further develop this work and in response to the Specific Duties within the 2010 Equalities Act, the College has set key objectives to ensure that the progress achieved in each area so far is continued and that the College's commitment is responsive to and in-line with both current legislation and the needs of all our stakeholders. The objectives below cover a five year period from 2015 – 2020. Progress and impact will be monitored annually by the governing body.

### Our E&D Objectives:

- Success rates for students with a learning difficulty or disability should be in line with those for students without a learning difficulty and/or disability.
- 'Value added' for students from all ethnic minority groups should be in line with overall College 'value added' performance.
- 'Value added' for male students in all Level 3 courses should be in line with that of female students.
- The diversity of our staff should reflect that of our student body.
- Teachers will successfully advance understanding of equality and diversity in their teaching and learning

To ensure we meet our objectives, targets are set for each academic year, with annual monitoring of progress and impact through the RAG method as shown in the table below.

	Action is less than 75% complete
	Action is 75% or more complete
	Action is completed

<b>Objective 1</b>	<b>Success rates for students with a learning difficulty or disability should be in line with those for students without a learning difficulty and/or disability.</b>		
<b>Current picture</b>	In 2013-14, the success rate for students with a learning difficulty and/or disability was 3.8% lower than students without a learning difficulty and/or disability (which was 81%). Analysis of data reveals that there are inaccuracies in student records, which means that teachers are not always aware of a student's situation and what support is needed.	<b>Link to general duty aims and protected characteristics</b>	Advance equality of opportunity between people who share a protected characteristic and those who do not.  Learning Difficulty / Disability
<b>Actions 2015-16</b>	<b>Responsibility</b>	<b>Progress and Impact</b>	<b>RAG</b>
1. Improve the categorisation of students with LLDD and ensure these are accurately recorded.	AP Guidance S4L Manager		
2. Put in place appropriate actions to support students in the declared disability groups both across the College and at individual course level.	AP Curriculum AP Guidance S4L Manager Heads of Department		
3. Ensure the any mid-year LLDD declarations are recorded accurately on the relevant system to improve data capture of disabilities and to assist teachers to provide necessary support.	AP Guidance S4L Manager		

<b>Objective 2</b>	<b>'Value added' for students from all ethnic minority groups should be in line with overall College 'value added' performance.</b>			
<b>Current picture</b>	Alps value-added data for 2013-14 shows that although some minority ethnic groups performed both above and below the College average, there is not a consistent trend of relative performance for any particular ethnic group in AS, A level or BTEC courses.	<b>Link to general duty aims and protected characteristics</b>	Advance equality of opportunity between people who share a protected characteristic and those who do not.  Race	
<b>Actions 2015-16</b>		<b>Responsibility</b>	<b>Progress and Impact</b>	<b>RAG</b>
1. Investigate the reasons why Irish and mixed white/black Caribbean students perform relatively less well in relation to their starting position compared with all students in the College.		AP Curriculum Heads of Department		
2. Prioritise actions and monitor the progress of Irish and mixed white/Black Caribbean students in order to improve their value added to be in line with the overall College value added position.		AP Curriculum Heads of Department		

<b>Objective 3</b>	<b>'Value added' for male students in all Level 3 courses should be in line with that of female students.</b>			
<b>Current picture</b>	Alps value-added data for 2013-14 showed no significant difference in the performance of male and female students at A level. However, in 2013-14, male students underperformed compared to females at AS level and on BTEC Level 3 courses.	<b>Link to general duty aims and protected characteristics</b>	Advance equality of opportunity between people who share a protected characteristic and those who do not.  Gender	
<b>Actions 2015-16</b>		<b>Responsibility</b>	<b>Progress and Impact</b>	<b>RAG</b>
1. Investigate why the value added performance of male students at AS level and on BTEC Level 3 courses is below that of female students.		AP Curriculum Heads of Department		
2. Put in place specific actions to improve value added for males and monitor their impact.		AP Curriculum Heads of Department		

<b>Objective 4</b>	<b>The diversity of our staff should reflect that of our student body.</b>			
<b>Current picture</b>	<p>In 2013-14, the proportion of staff at the College from mixed and minority ethnic groups was 5% which is much lower than the student body at 18%. Staff from black minority ethnic backgrounds are well represented at 3% compared to the student population of 2%. Staff from Asian minority ethnic backgrounds are underrepresented at 1% compared to the student population of 7%.</p> <p>The proportion of what staff increased from 90% in 2012-13 to 94% in 2013-14 compared with 81% of students.</p>	<b>Link to general duty aims and protected characteristics</b>	<p>Advance equality of opportunity between people who share a protected characteristic and those who do not.</p> <p>Gender, Ethnicity</p>	
<b>Actions 2015-16</b>		<b>Responsibility</b>	<b>Progress and Impact</b>	<b>RAG</b>
1. Investigate and use alternative places to advertise vacant posts in order to attract from applicants from minority ethnic backgrounds.		Director of Finance & Business Senior HR Advisor		
2. Review our interview and appointment processes to identify if there are any issues which may affect recruitment by gender and race.		Senior HR Advisor College Office Manager		

<b>Objective 5</b>	<b>Teachers and tutors will routinely advance understanding of equality and diversity in their teaching and learning</b>			
<b>Current picture</b>	In March 2015, Ofsted found that teachers and tutors did not promote understanding of equality and diversity <b>actively enough</b> in lessons, although their promotion is good outside the classroom.	<b>Link to general duty aims and protected characteristics</b>	Advance equality of opportunity between people who share a protected characteristic and those who do not.  Gender, Ethnicity, Disability	
<b>Actions 2015-16</b>		<b>Responsibility</b>	<b>Progress and Impact</b>	<b>RAG</b>
1. All teachers to attend INSET on 'advancing the understanding of equality and diversity in teaching and learning'		AP Curriculum Senior HR Advisor		
2. Include observation of the advancing of equality and diversity in teaching and learning in the new lesson observation scheme		AP Curriculum Director 16-19		
3. Fully embed E&D into the Self-Assessment Review process by making explicit reference in all curriculum and tutorial quality improvement plans		AP Curriculum Director 16-19		