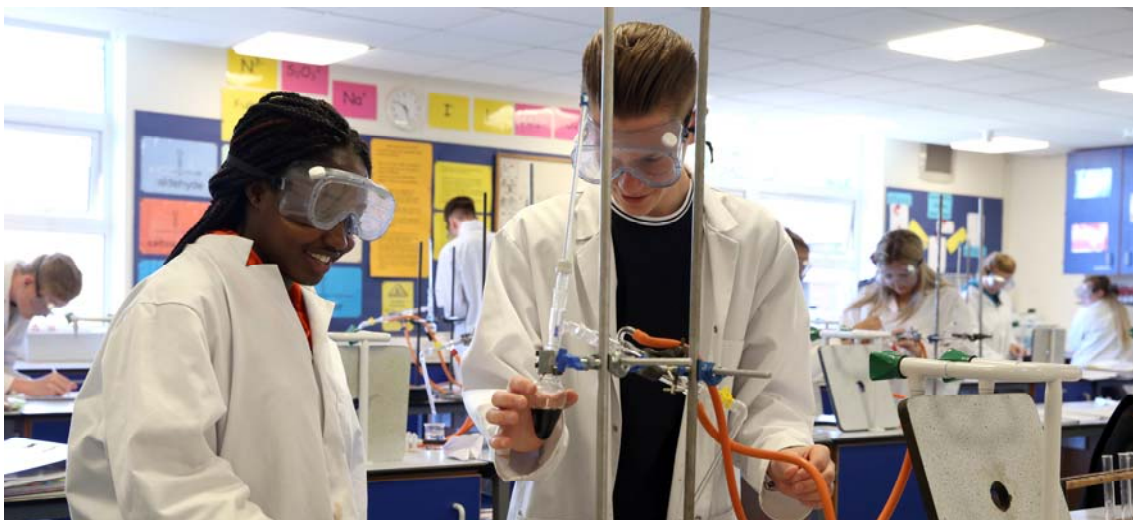


QUEEN ELIZABETH SIXTH FORM COLLEGE



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Equality and Diversity Report 2016-17

Introduction

- This report offers an analysis of student outcomes by categories. For each, comparative judgements have been made with the student body as a whole and, where relevant, gaps and concerns identified.
- This year, particular attention has been paid to progress as measured by L3VA data. This reflects college priorities and accountability measures.
- L3 VA Data is presented for 2017. Only those qualifications are included for which entries are sufficient to make meaningful comparisons.
- AS Levels, for which entries in 2017 were few, are no longer reported on alongside A Levels, unless a particular issue is revealed.
- As in previous years, full information about destinations is not yet available, and so will be analysed in the later Destinations Report.
- The categories under which students are analysed is similar to previous reports, but closer attention has been paid this year to social disadvantage and to groups receiving particular forms of support from the college, such as those receiving learning support and those declaring a medical condition or disability.
- Issues identified here will inform efforts to promote in Equality, Diversity and Inclusion in general, and the work of the Equality and Diversity Committee in particular, over the remainder of the year.

Summary

- The narrowing of the gap in outcomes between particular categories of students has continued, with almost all indicators suggesting that students at risk of unequal outcomes perform at least as well as the student body as a whole.
- These positive outcomes are particular evident when viewed in terms of progress. Male students, BME students, socially disadvantaged students and students receiving particular

forms of intervention and support all achieved better L3VA scores at A level, and overall, than other students.

- Some inequality remains in terms of success rates, however, and within particular qualification types.
- Male students seem to have benefitted from qualification reform, and from internal changes to systems for monitoring and assessing students, as there is evidence of significant increases in performance for boys in terms of L3 progress, L2 outcomes and high grade passes. Indeed, it may be that our concerns over boys' performance, as expressed in Equality Objective 3, are now allayed and that we should be alert, once more, to the barriers to the performance of girls.
- There is some evidence that the college is becoming more diverse, at student level, in terms of ethnicity, with an increase in the proportion of students from BME backgrounds.
- The progress made by disadvantaged students is a particular cause for celebration, and remains a focus for our future work in equality and diversity.

Gender

(See Tables 1-4)

- Around 55% of students enrolled at the college last year were female. This is a little lower than the previous year (58%) which may indicate a narrowing of the gender gap at recruitment.
- Male and female students have very similar outcomes in terms of success, retention and achievement at both AS and A Level (See Table 3).
- On Level 3 courses male students have a very slightly lower success rate in 2017 (92.1%) than female students (92.5%). While this gap has not closed over the last year it remains considerably smaller than in 2014-15 and previous years (see Table 1).
- There has been a significant closing of the gap between male and female students in high grade passes at Level 3. In 2014-15 this gap stood at 7.6%; in 2015-16 at 3.9% and in 2016-17 at 1.1% (see Table 1).
- At Level 2 male students have outperformed female students in terms of success rates (by 3%) and high grade passes (by 6.2%) (See Table 2).
- Progress at Level 3 was higher for male students (0.16) than female students (0.12). This male advantage was accounted for almost entirely by performance at GCE A Level, however: female students remain likely to make greater progress in qualifications with a significant coursework element (See Table 4)

- The improvement in progress made by boys represents the meeting of Equality Objective 3 set in 2014.

Key Action

Monitor any growth in the gap between male and female progress at Level 3 in the context of curriculum reform.

Ethnicity

(See Tables 5 and 6)

- Students from BME backgrounds continue to represent a larger proportion of our 16-18 cohort than that of Darlington UA (see SAR.)
- Around 75 of students enrolled at the college in 2016-17 were members of BME groups, an increase on the figure for last year (4.2%).
- BME and White British students have very similar outcomes in terms of success, retention and achievement (See Table 5)
- In 2016-17 the success rate of BME students fell below that of White British students for the first time in recent years, although by only a very small percentage (0.7%) (See Table 5.)
- High-grade passes were significantly higher for BME students than White British students in 2016-17 (a gap of 5.6%) representing a trend over several years (see Table 5.)
- The progress made by BME students (0.24) was greater than that made by White British students (0.13) (See Table 6.).
- In only two BME groups (Bangladeshi and 'Mixed' heritage) were success rates lower than for White British students. The numbers of students in each of these groups were low so comparisons may not be meaningful.

Key Actions:

Monitor changes in recruitment by ethnicity.

Continue to conduct close analysis of outcomes by ethnicity.

Disadvantaged Students

(See Tables 7 and 8)

- Students are categorised as 'disadvantaged' if they were the intended beneficiaries of Pupil Premium funding while at school. These are largely those who were in receipt of free school meals (FSM) or looked after children.

- Disadvantaged students had a lower success rate and a lower achievement rate than other students in 2016-17. They were significantly less likely than other students to achieve high grade passes (by 40.4% to 53.2%.)
- However, the progress made by disadvantaged students at A Level (0.19) exceeds that of other students (0.14). This is a very significant achievement.
- As accurate and complete information about Pupil Premium status is now available to the college, the close tracking and monitoring of disadvantaged students has become easier and the potential for increased improvement in outcomes has grown.

Key Action:

To use the information that is now available to us to identify and monitor the outcomes and progress of disadvantaged students, intervening where possible.

Students Receiving Additional Support

(See Tables 9-12)

- Several categories of students receive, or are offered, additional support from the college. These include those students declaring medical conditions (Table 9), students receiving learning support, (Table 10), students for whom particular exam arrangements have been made (Table 11) and students in receipt of free college meals (Table 12.) There is, of course, much overlap between these groups.
- Around 240 of last year's enrolled students declared some medical conditions (including 4 students registered as disabled), 55 students were in receipt of free college meals and 264 students had some form of exam arrangement in place. Over 200 students received some element of additional learning support over the course of the last academic year, although the intensity of this support will vary greatly between students.
- For each of these groups, the progress made was higher than for the college as a whole. This difference is particularly significant at A Level and is most marked amongst students who receive free college meals. In most of these groups, less progress was made in applied qualifications, although the numbers of entries for these are small.

Key Action

Investigate further the connection between support and intervention and student progress to evaluate the strategies that have most impact.

Table 1. Gender (Level 3)

		Success %	Retention %	Achievement %	High Grades %
2014-15	F	91.0	95.4	95.4	45.6
	M	88.2	94.9	93.0	38.0
2015-16	F	89.2	93.9	95.0	43.4
	M	88.9	95.1	93.6	39.5
2016-17	F	92.5	95.3	97.0	52.3
	M	92.1	96.4	95.6	51.2

Table 2 Gender (Level 2)

		Success %	Retention %	Achievement %	High Grades %
2014-15	F	80.4	83.8	96.0	49.3
	M	83.9	89.8	93.5	41.5
2015-16	F	85.3	91.2	93.5	60.0
	M	83.7	92.9	90.1	56.0
2016-17	F	94.2	94.2	100	65.5
	M	97.2	97.9	99.3	71.7

Table 3 Gender (Levels 2 and 3 combined)

		Success %	Retention %	Achievement %	High Grades %
2014-15	F	90.5	94.9	95.4	45.8
	M	88.0	94.7	93.0	38.1
2015-16	F	89.0	93.8	94.9	44.1
	M	88.8	94.3	93.4	40.0
2016-17	F	92.6	95.3	97.2	53.2
	M	92.5	96.5	95.8	52.7

Table 4 Gender (L3 VA 2017)*NB Selected Qualifications*

	Average of VA Grades		Entries		Total Average of VA grades
	F	M	F	M	
GCE A Level	0.08	0.24	1180	823	0.15
Applied GCE Single Award	0.21	0.14	161	80	0.19
Total (unweighted)	0.10	0.16			0.12

Table 5 Ethnicity (Levels 2 and 3 combined)

		Success %	Retention %	Achievement %	High Grades %	Total Entries
14/15	BME	92.4	98.2	94.1	37.9	328
	White British	89.5	94.9	94.4	42.9	6240
15/16	BME	90.8	94.9	95.8	45.2	273
	White British	89.2	94.3	94.6	42.4	6073
16/17	BME	92.2	95.8	96.3	57.5	167
	White British	92.9	95.8	97.0	51.9	3632

Table 6 Ethnicity (L3 VA 2017)*NB Selected Qualifications*

	Average of VA Grades	
	BME	White British
GCE A Level	0.21	0.14
Applied GCE Single	0.60	0.17
Total (unweighted)	0.24	0.13

Table 7 Disadvantaged Students (Levels 2 and 3 Combined)

NB 2016-17 Only

	Success%	Retention%	Achievement%	High-grade%
Disadvantaged	92.0	96.0	95.8	4-.4
Others	93.3	96.1	97.1	53.2
Total	93.1	96.1	96.9	51.5

Table 8 Disadvantaged Students (L3VA 2017)

NB Selected Qualifications

	Disadvantaged		Not Disadvantaged	
Qualification	Average of VA grades	Entries	Average of VA grades	Entries
GCE A level	0.19	223	0.14	1770
Applied GCE Single Award	0.05	47	0.24	188
GCE AS level (Not continued to A2)	0.02	130	0.08	822

Table 9 Students with additional medical needs (L3VA 2017)

NB Selected Qualifications

	AMN	Others
GCE A Level	0.23	0.13
Applied GCE Single Award	-0.07	0.08
Total (unweighted)	0.26	0.16

Table 10 Students receiving additional learning support (L3VA 2017)

NB Selected Qualifications

	ALS	Others
GCE A Level	0.19	0.14
Applied GCE Single Award	0.12	0.20
Total (unweighted)	0.16	0.14

Table 11 Students for whom examination arrangements have been made (L3VA 2017)

NB Selected Qualifications

	Exam Arrangements	Others
GCE A Level	0.22	0.13
Applied GCE Single Award	0.00	0.22
Total (unweighted)	0.20	0.13

Table 12 Students in receipt of free college meals (L3VA 2017)

NB Selected Qualifications

	Free Meals	Others
GCE A Level	0.73	0.14
Applied GCE Single Award	0.09	0.20
Total (unweighted)	0.46	0.13