

# Richard Huish College

## Equality Report

January 2020



## Executive Summary

- Richard Huish College believes that it is fully compliant with the spirit and letter of Equality legislation, whilst also recognising that there is always more to be done to eliminate discrimination and to promote and foster equality of opportunity.
- At governance, strategic and operational levels, staff are well trained and aware of their obligations relating to the Equality Act and receive the support of the senior management of the College, working with Assistant Principals.
- All students know about their responsibility to act with respect towards others and of the potential outcome of inappropriate conduct and expected behaviour is clear within the Student Code of Conduct.
- Information, Advice and Guidance, tutoring, safeguarding and human resources practices are all based on making reasonable adjustments to meet the needs of each individual member of the Richard Huish College community.
- Qualitative evidence to support this statement may be found in the case studies and quotes from various students and staff who have different protected characteristics.
- Quantitative data provides robust and positive evidence about outcomes for most protected characteristics e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. Like many other organisations there are gaps in data about religion and belief and sexual orientation. The College is proactive in collecting this sensitive data e.g. on employment application forms and after the enrolment of new students.
- In order to help us meet our responsibilities, we draw upon the already strong working relationships with external organisations such as referral agencies and advocates, through which individuals may be supported.

## Statement from the Principal

Richard Huish College is a place where we believe that everyone deserves to be fairly treated and should have the opportunity to achieve their personal potential.

All those associated with the College – staff, students, parents/carers and governors – are expected to subscribe to a set of core values that will help to ensure that every student is provided with the best opportunities to learn and progress. These core values are:

**Students are at the centre of everything we do** – all decisions are considered in relation to the impact on students.

**We are determined and rigorous in our pursuit of educational excellence** – we are individually and collectively committed to making improvements for the benefit of students.

**We strive to add value** and are committed to supporting all members of the College community to achieve beyond what might be expected.

**We have a culture that cares for the individual and promotes inclusivity, equality and mutual respect** – specialist support is available for everyone and diversity is embraced.

**Honesty and integrity are central to our work** – we are committed to being transparent, open and trusting.

**We work collaboratively and constructively as a team in order to best serve the local and wider community** – all stakeholders work together positively and professionally.

Our values help to ensure that the College has a working environment that is respectful, safe and fair, meaning that everyone can learn and work without fear of bullying, prejudice or discrimination.

We are all individual and we are all different. We all make a contribution to our rich and diverse learning community.

Equality and Diversity is about recognising and embracing our different skills and talents. At Richard Huish College we wish to treat people as individuals and work with our students as individuals so that we can provide the support that they specifically need to gain the best that they can from their time at the College.

The Diversity and Equality Policy sets out the framework for the work we do to ensure that discrimination is eliminated, that we promote equality of opportunity and that we foster good relations between different groups. The Policy includes provision in respect of Special Educational Needs and Disability Reforms introduced by the Children and Families Act 2014, updated in 2015. There is an expectation that everyone should comply with our policy in order to provide an environment where everyone can flourish. We await, with interest, any changes following the government's announcement (in September 2019) of a major review of support for children and young people with SEND in England.

### **Introduction**

We recognise that the College has a legal responsibility to comply with the requirements of the Equality Act 2010 and that our work is shaped by associated codes of practice and guidance produced by the Government Equalities Office and The Equality and Human Rights Commission.

*The College has a general duty under the Act to:*

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Equality Act:
- advance equality of opportunity between people who share a protected characteristic and people who do not share it:
- foster good relations between people who share a protected characteristic and people who do not share it.

*We also have two specific duties under the 2010 Equality Act:*

- To publish information annually to demonstrate our compliance with the general duty to promote equality.
- To prepare and publish one or more Equality Objectives.

*Protected characteristics under the Act are:*

- |                                |                                     |
|--------------------------------|-------------------------------------|
| ❖ Gender                       | ❖ Disability or learning difficulty |
| ❖ Sexual orientation           | ❖ Age                               |
| ❖ Racial background or culture | ❖ Gender reassignment               |
| ❖ Religion or belief           | ❖ Pregnancy or maternity            |
|                                | ❖ Marriage and civil partnership    |

### **Equality information**

The College has a set of policy documents, procedures and practices that support the requirements of the duty of the Equality Act 2010, namely to eliminate discrimination, advance equality and foster good relations between different groups. Policies include the Diversity and Equality Policy, Equal Opportunities in Employment Policy, the Staff Code of Conduct and the Student Code of Conduct.

## **Students and Learners**

The Diversity and Equality Policy outlines our approach to equality and clearly states the requirement for all members of and visitors to the College to comply with its content. Students are informed about this policy during induction. The Safeguarding Policy refers to the zero tolerance of bullying related to race, gender and sexual orientation or for any other reason. The Safeguarding and Child Protection Policy also includes references to the College duty to prevent people being drawn into terrorism as outlined in the Counter Terrorism and Border Security Act (2019). There is an expectation that staff and students will challenge each other if they are aware of use of language or behaviours that do not foster good relations, are discriminatory or do not advance equality. We treat each student as an individual and are therefore able to respond to individual need, offering support and guidance that enable students to achieve their potential.

The application and tutorial systems (particularly the new specialist tutoring model being phased in from September 2019) allow for early identification of students' needs and routine monitoring of progress to allow each individual (including LLDD students) the opportunity to achieve well and in line with their peers.

Students with disabilities are identified pre-enrolment and interviewed by specialist staff who will discuss their individual needs in order to have any support in place when the student joins the College. As a result of the SEND Code of Practice (Section 41 of the Children and Families Act 2014) updated in 2015, the College has provided Somerset County Council with information about our provision for students with SEN or disability so that the 'Local Offer' can be issued. There is also staff training about the duties under the Education Health Care plans for co-operation, admission and support. Support options can include one to one support, in-class support, extra time in exams and mocks, specialist equipment and software, quiet space for resting, support for mobility issues etc.

Students with learning difficulties are often identified for the first time when they study at advanced level, so Student Services staff work with teachers, tutors and other relevant agencies (as appropriate) to ensure that support provision is offered. Staff training is put in place for identified staff when students with specialist needs join the College in order to provide the support required in a timely and effective way. There is a strong emphasis on both individually negotiated support arrangements and working towards greater independence by development of coping strategies, including the use of assistive technology. All arrangements are made possible where there is a reasonable adjustment that can be achieved.

Students are actively encouraged to share and contribute their views and opinions of their experience of the College through completion of an annual questionnaire (Study Programme Questionnaire), the results of which are analysed by subject, curriculum area and tutor for responses that may indicate any potential area of concern. Students working with Student Services are also given the opportunity to feedback their views via an on-line survey, their views informing the developments in that area. The culture of the College is such that most students feel comfortable in raising concerns and issues through their tutor, specialist staff, teachers, Assistant Principals or directly with the Principal. Students are actively encouraged to communicate with staff to share their concerns and seek help when required.

Students are encouraged to participate in enrichment activities and take part in contributing to College life. All students are given the opportunity of standing for the Student Union. There are also student governors who work with the governing body to achieve positive outcomes for the College. Students with protected characteristics routinely stand for and are elected to these posts. The Enrichment Programme includes a range of opportunities that are wholly inclusive, but particularly

the Huish programme for sport. Any support required is extended to participation in these elements of College life and can be further supported by the Bishop Fox's Fund (on application).

The College has a support and social group for students who are Lesbian, Gay or Bi-sexual or are interested in issues relating to sexual orientation (2BU). This gives the students opportunity to discuss concerns and share experiences and to meet others from the LGBTQ community in College. 2BU is a specialist service provided by Somerset County Council. The model of the Huish LGBTQ group has been so positive that Somerset County Council has rolling it out to other colleges.

For Level 3 study, our Admissions Policy is five GCSEs at 4 or above, including Maths and English Language. If personal circumstances mean that a student does not have these qualifications, they are invited for further discussion with a senior or specialist member of staff prior to admission where we discuss contextual information and identify if Huish has a Study Programme that will enable them to be successful and progress. For some of these students it may be appropriate to offer them a Level 2 programme, providing a bridge into Level 3 studies or further training or employment. A student's personal circumstances may relate to absence from school due to health or reasons related to disability, home-schooled students or those coming from abroad. All students taking a Level 2 programme are screened for learning difficulties, with a significant number of first-time diagnoses indicating slow processing. Support for these students has included examination access arrangements.

The College welcomes all students onto appropriate courses, including those studying for professional courses, higher education and apprenticeships. Such students with protected characteristics are offered appropriate support at College and in the workplace.

### **Outcomes for Students**

The College collects data on student achievement. Each student has their own set of target grades, based on their prior attainment at GCSE, which act as a guide to the individual's progress on each of their chosen courses. The data below is primarily analysed by gender, ethnicity, disability and learning difficulty to ensure parity of achievement or target setting where actions need to be addressed (via SAR).

### **Commentary on Student Achievement - Level 3**

As a college, Huish has taken a lead in fully embracing the spirit of and philosophy behind recent educational reform, such as the introduction of linear A Levels and RQF Vocational qualifications. In line with this, the College has enrolled its learners at Level 3 on to two-year holistic Study Programmes, without external AS exams or entry criteria for students progressing into their second year of study. Where specifications allow, vocational learners have been fully supported to engage with the new RQF Vocational qualifications to ensure the best possible progression opportunity for them, particularly in relation to applications into Higher Education.

Our shared value at Huish, "students are at the centre of everything we do", ensures that a wider range of learners, who in other institutions may not make it to their second year, have access to Level 3 study and the opportunity to grow and mature at a pace which fits with their individual development. Staff have reflected carefully on the new demands of linear specifications and, supported by a renewed CPD focus in this area, have adapted their pedagogy and planning as they have become increasingly familiar with these new national qualifications. This can be seen in the increase in A Level outcomes this summer (High Grades of 53%, ALPS score of 4, L3VA +0.10) and greater consistency amongst those courses in phases 1 and 2 of the reforms. Implementing the new Linear A Level specifications as fully two-year programmes is increasingly helping us to maximise

curriculum space and time to ensure depth of delivery. The reduction in unnecessary external exams has reduced pressures around teaching or learning 'to the test' and allowed students to incrementally develop their knowledge and skills, as well as revisit and reinforce these, across a long period of time without the interruption of, sometimes poorly related, AS assessments. The Alps scores for A Level outcomes 2018-19 demonstrate that there is no difference between males/females, with Alps scores of 4 respectively.

The College has a history of exceptional Applied General outcomes at Level 3, with value-added scores in 2017-18 in the top 10% of the country (ALPS) in 2017-18. In the summer of 2019, over 70% of our vocational learners were entered for the, significantly more rigorous, RQF qualifications and with the majority of providers remaining on the old QCF specifications. There is unfortunately limited comparative data to benchmark ourselves against, however, provisional L3VA data suggests learner progress continues to be strong (+0.09). Students at Huish continue to perform very well both in the new external exam elements and qualifications as a whole (66% students achieving at least one D or D\* on RQF specifications). In 2018-19, the College established specific vocational staff forums and groups, supporting staff to share ideas and strategies with one another to support learner outcomes.

### **Commentary on Student Achievement - Level 2**

The provision of a Level 2 vocational curriculum at the College began in September 2017, with the intention of providing more students with the opportunity to study at the College and to progress on to higher-level study, further training or employment. Study Programmes comprised of a main vocational qualification, GCSE English and/or maths where required, the Higher Project Qualification to stretch those who already had these GCSEs at grade 4 or above and directed study sessions to help students make a successful transition from school to college study. A working group was established during the last academic year to review these Programmes of Study, to ensure that they were meeting learner needs and developing the behaviours and skills required for students to successfully progress on from Level 2. The group identified a range of strengths and strong practice, including outcomes (Level 2 learner Achievement Rates nearly 7% above previously available national data). As well as identifying three key areas for further development around: consistent approaches to learner behaviour and development, increased work experience placements and enhanced enrichment opportunities for this group. All of which are planned for the coming academic year.

GCSE English and maths qualifications are critical to opening doors for students in relation to their future progression and as a result the College has invested in ensuring that these courses are as well-resourced and valued as other areas. Students retaking their GCSEs have 4 hours and 20 minutes a week contact time and are taught by experienced and well-qualified staff, who support them to achieve outcomes well above the national picture. As part of our commitment to continuous improvement for our students in this area the College has been involved in an EEF and University of York research project into revision focused curriculum approaches.

## Headline Data

### A Level

	Cohort	Leavers	Pass	Retention	Achievement	National Av Achievement
2016-17	1195	2594	96.6%	86.4%	83.5%	87.9%
2017-18	808	2096	97.8%	81.5%*	79.8%	84.8%
2018-19	763	2110	98.2%	80.1%*	78.7%	83.1%

#### 2016-17 including AS

\*Retention measure across two year Study Programme

### Level 3 Extended Diploma

	Cohort	Leavers	Pass	Retention	Achievement	National Av Achievement
2016-17	195	195	98.8%	84.1%	83.1%	89.0%
2017-18	151	151	99.1%	76.8%	76.2%	90.3%
2018-19*	166	166	98.4%	77.7%	76.5%	85.1%

\* 73.12% = RQF

### Level 3 – Other

	Cohort	Leavers	Pass	Retention	Achievement	National Av Achievement
2016-17	546	673	97.5%	82.9%	80.8%	87.2%
2017-18	449	518	96.7%	88.8%	85.9%	86.0%
2018-19	420	485	97.1%	85.4%	82.9%	85.9%

### Level 2 - Vocational (6th Form Provision)

	Cohort	Leavers	Pass	Retention	Achievement	National Av Achievement
2016-17	n/a	n/a	n/a	n/a	n/a	n/a
2017-18	70	70	86.7%	85.7%	74.3%	80.7%
2018-19	83	83	93.2%	89.2%	83.1%	81.0%

## English and Maths GCSE

	Cohort	Leavers	Pass	Retention	Achievement	National Av Achievement
2016-17	141	162	99.3%	93.2%	92.6%	89.4%
2017-18	144	161	99.3%	94.4%	93.8%	89.4%
2018-19	168	192	98.9%	96.4%	95.3%	89.4%

	Student No.			% Grade 9-4		
	17/18	18/19	Diff	17/18	18/19	All Provider BM
Mathematics	65	96	+31	48%	44%	21%
English Language	52	86	+34	62%	71%	27%

	Richard Huish College 2016-17	Richard Huish College 2017-18	Richard Huish College 2018-19	All Providers	All SFC
		*			
GCSE English 9-4	61% (0.34 progress)	62% (0.57 progress)	66% (0.59 progress)	27%	50%
GCSE Mathematics 9-4	57% (0.23 progress)	46% (0.42 progress)	41% (0.43 progress)	21%	35%

\* introduction of new reformed linear GCSE specification

### **By Gender**

At Level 3, Pass Rates for male and female students are broadly aligned, with the exception of some variation on Level 3 'Other' courses (EPQ, Core Maths and Extended Certificates), with boys 3% below girls. On A Level Study Programmes, boys' progress data is marginally stronger than girls, with 69% on target, compared to 65% (ALPS). There is however a gap in Retention Rates at Level 3, especially on Extended Diploma Programmes, where male student retention sits 10% below that of their female counterparts. This is an area that has been identified for further investigation and action in the coming academic year. At Level 2, whilst the retention of male students is slightly higher (+4%) they are less likely to pass the qualification, 87% compared to 100% for girls. At GCSE, there is very little difference between boys' and girls' outcomes, both of which sit significantly above National Achievement Rates (+6%). (AoC MiDES Report - October 2019).



**Level 3**

		Cohort	Leavers	Pass	Retention	Achievement
2016-17	Female	781	1839	97.5%	86.2%	84.1%
	Male	743	1623	96.1%	85.0%	81.6%
2017-18	Female	636	1613	98.2%	83.3%	81.8%
	Male	481	1170	95.3%	82.0%	79.4%
2018-19	Female	575	1545	98.6%	82.7%	81.5%
	Male	478	1217	97.2%	78.7%	76.5%

**A level**

		Cohort	Leavers	Pass	Retention	Achievement
2016-17	Female	638	1423	97.2%	86.4%	84.0%
	Male	557	1171	95.8%	86.4%	82.7%
2017-18	Female	458	1237	98.3%	82.3%	80.9%
	Male	350	859	97.1%	80.4%	78.1%
2018-19	Female	433	1206	98.6%	81.6%	80.4%
	Male	330	904	97.4%	78.2%	76.3%

**Level 3 Extended Diploma**

		Cohort	Leavers	Pass	Retention	Achievement
2016-17	Female	81	81	100.0%	81.5%	81.5%
	Male	114	114	98.0%	86.0%	84.2%
2017-18	Female	71	71	100.0%	80.3%	80.3%
	Male	80	80	98.3%	73.8%	72.5%
2018-19	Female	52	52	100.0%	84.6%	84.6%
	Male	114	114	100.0%	74.6%	72.8%

**Level 3 Other**

		Cohort	Leavers	Pass	Retention	Achievement
2016-17	Female	276	335	98.3%	86.3%	84.8%
	Male	270	338	96.7%	79.6%	79.6%
2017-18	Female	270	294	97.7%	87.8%	85.7%
	Male	179	224	95.5%	90.2%	86.2%
2018-19	Female	253	286	98.4%	86.7%	85.3%
	Male	167	199	95.2%	87.6%	79.4%

**Level 2 Vocational**

		Cohort	Leavers	Pass	Retention	Achievement
2017-18	Female	28	28	88.0%	89.3%	78.6%
	Male	42	42	85.7%	83.3%	71.4%
2018-19	Female	39	39	100.0%	87.2%	87.2%
	Male	44	44	87.5%	90.9%	79.5%

**English and Maths  
GCSE**

		Cohort	Leavers	Pass	Retention	Achievement
2016-17	Female	62	68	100.0%	94.1%	94.1%
	Male	79	94	98.9%	92.6%	91.5%
2017-18	Female	70	74	98.5%	91.9%	90.5%
	Male	74	87	100.0%	96.6%	96.6%
2018-19	Female	77	88	100.0%	95.5%	95.5%
	Male	91	104	98.0%	97.1%	95.2%

### Achievement Rates for Classroom Based Qualifications by Learning Difficulties /Disabilities

Learners with 'High Needs' performed very well in the summer of 2019, with 100% pass rate and an increase in High Grades of 24%, compared to HN students in 2017-18. Retention of these students was above the College average by 9% and Achievement Rates above National Benchmarks by 1%. With such small numbers, comparison with the broader cohort is statistically problematic. However, in relation to their relative starting points the progress of all HN learners was strong at an individual level, for example one student with a GCSE point entry score of 5.76 achieved two A Levels with grades A\* and A.

	<b>Learning Difficulty</b>	<b>Leavers</b>	<b>Pass</b>	<b>Retention</b>	<b>Achievement</b>
2017/18	Autism	10	100.0%	90.0%	90.0%
	Dyslexia	8	100.0%	100.0%	100.0%
	Moderate	2	0.0%	100.0%	0.0%
	Multiple	2	50.0%	100.0%	50.0%
	Other	6	100.0%	100.0%	100.0%
	Other Spec	124	93.9%	92.7%	87.1%
2018/19	Autism	15	100.0%	80.0%	80.0%
	Dyslexia	40	93.8%	80.0%	75.0%
	Moderate				
	Multiple				
	Other	380	97.2%	94.2%	91.6%
	Other Spec	18	90.9%	61.1%	55.6%

	<b>Disability</b>	<b>Leavers</b>	<b>Pass</b>	<b>Retention</b>	<b>Achievement</b>
2017-18	Asperger's	5	100.0%	100.0%	100.0%
	Hearing	9	100.0%	100.0%	100.0%
	Medical	235	96.4%	93.6%	90.2%
	Mental health	71	100.0%	90.1%	90.1%
	Physical	1	100.0%	100.0%	100.0%
	Temporary	8	100.0%	100.0%	100.0%
	Visual	14	85.7%	100.0%	85.7%
2018-19	Asperger's	7	100.0%	85.7%	85.7%

	Hearing	20	100.0%	95.0%	95.0%
	Medical	333	95.4%	85.3%	81.4%
	Mental health	28	95.8%	85.7%	82.1%
	Physical	1	100.0%	100.0%	100.0%
	Temporary	11	100.0%	81.8%	81.8%
	Visual	13	100.0%	92.3%	92.3%

### **Achievement Rates by Ethnicity published by the Education and Skills Funding Agency for classroom based learning**

At Huish, 94% of students in their final year of Level 3 are categorised as White British in 2018-19, with 6% identified in other ethnic groups. This is reflective of the makeup of the local area. Analysis is statistically difficult given the relative proportions in the learner population. Overall, the data suggests that there is very little difference in Achievement Rates between White and Non-White students (80% compared to 79%), however, there are some variations in Pass Rate, with White learners 3% higher. Numbers on Level 2 programmes are very small and so caution has been exercised in drawing any definitive comparisons. Achievements Rates are aligned, however there is some difference in the Retention and Pass Rates that make this up, both on Vocational Courses and GCSE resits.

#### **Ethnicity**

Key

01	=	White
02	=	Mixed
03	=	Asian
04	=	Black
05	=	Other
06	=	Not App/Known

#### **Level 3 All**

	<b>QAR Ethnic Group</b>	<b>Cohort</b>	<b>Leavers</b>	<b>Pass</b>	<b>Retention</b>	<b>Achievement</b>
2016-17	02, 02, 04, 05, 06	82	181	96.4%	77.3%	74.6%
	01	1460	3281	96.9%	86.1%	83.4%
2017-18	02, 02, 04, 05, 06	1055	2640	97.8%	82.7%	80.9%
	01	62	143	95.8%	83.2%	79.7%
2018-19	02, 02, 04, 05, 06	57	151	95.4%	84.1%	80.1%
	01	996	2630	98.1%	80.8%	79.2%

## Level 2

		Cohort	Leavers	Pass	Retention	Achievement
2017-18	02, 02, 04, 05, 06	8	8	75.0%	100.0%	75.0%
	01	62	62	88.5%	83.9%	74.2%
2018-19	02, 02, 04, 05, 06	6	6	83.3%	100.0%	83.3%
	01	77	77	94.1%	88.3%	83.1%

## English and Maths GCSE

		Cohort	Leavers	Pass	Retention	Achievement
2016-17	02, 02, 04, 05, 06	13	15	100.0%	93.3%	93.3%
	01	128	147	99.3%	93.2%	92.5%
2017-18	02, 02, 04, 05, 06	13	17	100.0%	100.0%	100.0%
	01	131	144	99.3%	93.8%	93.1%
2018-19	02, 02, 04, 05, 06	12	13	100.0%	92.3%	92.3%
	01	154	179	98.8%	96.6%	95.5%

## Religion/Belief

	Religion				
	Buddhist	Christian	Muslim	Spiritual	Other
<b>No. Students</b>	<b>3</b>	<b>154</b>	<b>5</b>	<b>5</b>	<b>38</b>
<b>leavers</b>	<b>9</b>	<b>374</b>	<b>14</b>	<b>11</b>	<b>87</b>
<b>completed</b>	<b>9</b>	<b>341</b>	<b>11</b>	<b>8</b>	<b>82</b>
<b>achieved</b>	<b>8</b>	<b>336</b>	<b>11</b>	<b>8</b>	<b>72</b>
<b>retention %</b>	<b>100.0%</b>	<b>91.2%</b>	<b>78.6%</b>	<b>72.7%</b>	<b>94.3%</b>
<b>pass %</b>	<b>88.9%</b>	<b>98.5%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>87.8%</b>
<b>achievement %</b>	<b>88.9%</b>	<b>89.8%</b>	<b>78.6%</b>	<b>72.7%</b>	<b>82.8%</b>
<b>national achievement</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

## By Sexuality

Sexuality		
	bisexual	gay/lesbian
<b>No. Students</b>	<b>35</b>	<b>24</b>
<b>leavers</b>	<b>99</b>	<b>63</b>
<b>completed</b>	<b>87</b>	<b>58</b>
<b>achieved</b>	<b>87</b>	<b>54</b>
<b>retention %</b>	<b>87.9%</b>	<b>92.1%</b>
<b>pass %</b>	<b>100.0%</b>	<b>93.1%</b>
<b>achievement %</b>	<b>87.9%</b>	<b>85.7%</b>
<b>national achievement</b>	<b>n/a</b>	<b>n/a</b>

## Disadvantaged

Narrowing the gap between disadvantaged students and their peers at A Level was a key focus for the College QIP in 2018-19 and the ALPS report shows that 70% of disadvantaged learners achieved or exceeded their target grades in comparison to 66% of non-disadvantaged learners. Provisional QAR data indicates that Achievement Rates for disadvantaged students on A Level courses were 1% above those for non-disadvantaged, however there is some variation in Pass Rate – where disadvantaged students sit 6% lower, compared to Retention Rates – where they are 6% above. Provisional L3VA data shows a narrowing of the gap with non-disadvantaged A Level students, with a strong increase in the progress of disadvantaged learners from -0.27 to +0.03.

Disadvantaged students retained on a Level 3 Extended Diploma programme achieved in greater numbers than their peers, their progress was significantly positive at +0.32 (L3VA provisional data). However, retention of disadvantaged students on ED programmes is significantly lower by -12%. At Level 2, the trends are reversed, with retention higher (+4%) but pass rates lower in comparison to non-disadvantaged learners (-8%). These are areas of focus for the College going forwards. All 24 disadvantaged students enrolled onto GCSE English and/or maths were retained and passed, enabling them to progress to higher-level study and improved chances in the labour market.

**Level 3**

	Cohort	Leavers	Pass	Retention	Achievement
2017-18	60	161	97.1%	86.3%	83.9%
2018-19	84	196	94.5%	83.2%	78.6%

**A Level**

	Cohort	Leavers	Pass	Retention	Achievement
2017-18	46	128	96.5%	89.1%	85.9%
2018-19	50	136	92.3%	86.0%	79.4%

\* 2016-17 including AS

**Level 3 Extended Diploma**

	Cohort	Leavers	Pass	Retention	Achievement
2017-18	7	7	100.0%	71.4%	71.4%
2018-19	20	20	100.0%	65.0%	65.0%

**Level 3 – Other**

	Cohort	Leavers	Pass	Retention	Achievement
2017-18	29	33	100.0%	75.8%	75.8%
2018-19	33	40	100.0%	82.5%	82.5%

**Level 2 - Vocational (6th Form Provision)**

	Cohort	Leavers	Pass	Retention	Achievement
2017-18	6	6	100.0%	83.3%	83.3%
2018-19	14	14	84.6%	92.9%	78.6%

**English and Maths GCSE**

	Cohort	Leavers	Pass	Retention	Achievement
2017-18	6	6	100.0%	100.0%	100.0%
2018-19	24	27	100.0%	100.0%	100.0%

### By other vulnerabilities not listed as protected characteristics:

		Bursary			
	High Needs Students	Vulnerable Bursary	Discretionary Bursary	Combined Total Bursary	FSM
No. Students	5	3	247	250	38
leavers	9	6	689	695	80
completed	8	6	572	578	56
achieved	8	6	555	561	50
retention %	88.9%	100.0%	83.0%	83.2%	70.00%
pass %	100.0%	100.0%	97.0%	97.1%	89.30%
achievement %	88.9%	100.0%	80.6%	80.7%	62.50%
national achievement	87.6%	83.10%	84.30%	84.30%	84.00%

## Staff

### General Overview

Richard Huish College is a highly successful Sixth Form College and we know that this success is in the main due to the expertise, and dedication of its staff. We currently employ 276 contracted staff; the youngest is 18 and the oldest is 75. Turnover is very low and staff retention is very high.

Our aim is to create an ethos and culture that promotes individuality and equality so that staff are motivated and empowered to pursue continuous improvement both for themselves and their learners. This is done within a structured and supportive framework; underpinning this framework is the range of policies and procedures mentioned in the introduction. The intention of each is to ensure that:

- Clear standards of behaviour and guidelines are set and understood by staff
- Staff accept the responsibility placed on them to combat any direct or indirect discriminatory behaviour that could provoke feelings of discomfort or disadvantage to others
- Staff protect each other and students from harassment or victimisation
- Everyone actively promotes equality and harmony between different groups
- We use practices that are fair and equitable, within the legislative framework and recommended good practice.



There are good relationships amongst staff and a general feeling of respect for all in the College community. A consequence of this is a positive influence on the relationship between staff and learners and ultimately between the learners themselves. A final measure of this harmonious working relationship is that staff feel comfortable in raising issues at an early stage.

### **Staff recruitment**

The way in which we recruit staff to the College is important to us. It is a powerful advertising tool that sends a very clear message to potential applicants. Potential applicants must be able to demonstrate the required high level of performance and be willing and capable of adopting our ethos and culture. This message is reinforced in many ways.

### **'Positive about Disabled' Award included in all adverts**

We have held this award for fifteen years; it means we interview all disabled applicants who meet the minimum criteria for a post.

If an existing member of staff becomes disabled, we do everything we can to ensure they can continue to work at the College. When possible, we access grants and working with Occupational Health, make any reasonable adjustments in order to provide training, career development and opportunities for promotion, which are, as far as possible, identical to those for other staff.

We offer a 24/7 free counselling service to all staff, their partners and immediate family. In particular, staff suffering from long-term mental health issues benefit from this because of the counselling they receive and because of the supportive culture adopted by the College.

The College has a staff mental health first aider and a health and wellbeing lead. It also holds a Health and Wellbeing day each year and has organised and contributed towards yoga sessions and a mindfulness course for staff.

### **Application details**

Applicants to the College are required to complete a standard application, which is included within the College's recruitment pack; the pack includes:

- The Diversity and Equality Policy.
- A request for candidates to show how they will contribute to the promotion of equality and individuality within the context of teaching and learning.
- A request that candidates advise the College if they need any reasonable adjustments to be made in order to attend interview.
- An Equal Opportunities monitoring form, which is **not seen** by the selection panel. We monitor all nine protected characteristics. A report on this is provided annually to the governing body.
- A job description. Every job description includes the key requirement that staff must be able 'to contribute to the promotion of equality and individuality amongst all users of the College'.

### **Interview panel and questions**

When possible, we ensure interview panels are of mixed gender. All panel members ask set questions for which the likely impact is assessed in advance of the interview. If an applicant has disclosed a disability, we ensure that the members of the panel have the skills and knowledge specific to the disability to allow the candidate to demonstrate their full potential during the interview. Questions relating to an individual's ability to contribute to equality and diversity are routinely asked; notes are made and retained by all panel members.

### **Recruitment, appointment and induction**

Last year we recruited 53 new members of staff. In order to ensure that our recruitment processes are fair and equitable and to properly fulfil our public sector equality duty, we require all applicants to complete an Equal Opportunities Monitoring Form. All nine of the protected characteristics detailed in the Equality Act 2010 are monitored and 85% of applicants completed the form. The data is collected, analysed and used to:

- ❑ Evaluate compliance with our equality action plan
- ❑ Evaluate year-on-year trends
- ❑ Ensure that applicants who have disclosed a disability and who meet the minimum employment criteria, are automatically called to attend for interview.

We help a new member of staff perform their duties to the best of their ability. At the time of appointment, we check whether there are any reasonable adjustments that need to be made. Examples include designating a parking space for a member of staff with a physical disability and buying a telephone attachment for a partially deaf member of staff.

We require all new staff to complete the College's Induction Programme, the main purpose of which is to quickly and effectively integrate them into the practices, processes, ethos and culture of the College. All new staff attend a training session on equalities issues; this training forms part of their formal probation period.

### **On the job**

Training and development is continuous and available to all members of staff. This can be as part of the College's annual training plan or in response to individual or collective need e.g. cross-College staff training on mental health issues or small group training for staff working with a hearing impaired student. Staff are regularly appraised and observed by both their peers and line managers. The use of a formal performance management procedure is extremely rare.

### **Leaving the College**

The destination of leavers is analysed and reported annually to establish if there is a particular group of employees [from one of the nine protected characteristics] that is leaving. No member of staff has ever, except to access early ill health retirement, left the College on the grounds of disability.

For further information or to discuss any of the issues raised in this report please contact:

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**If you would like this report in an alternative format please contact the College**

## Appendix 1

### Richard Huish College Equality Objectives

Objective	Specific Planned Actions	Measurable Outcomes	Timescale	Officer Responsible	Monitoring	Progress Review
<b>Objective 1</b>  <b>To ensure all students have an equal opportunity to achieve their chosen learning aims, regardless of their protected characteristics</b>	a) Marketing, recruitment materials and practices are checked to ensure that they advance the College Equality Objectives	<ul style="list-style-type: none"> <li>Lesson observation records are centrally monitored and reported to ensure that all teaching is advancing this objective</li> </ul>	Annually in summer term.	<b>Vice Principal: Finance and Resources</b>	<b>SLT and the Academic Planning and Quality Committee</b>	<b>Achieved.</b>
	b) Schemes of work and the teaching, learning and assessment programme are monitored to ensure on-going development relating to differentiation and the provision of relevant opportunities to	<ul style="list-style-type: none"> <li>Students and staff with different protected characteristics are positively represented in learning materials and other resources</li> </ul>	Annually in autumn term	<b>Deputy Principal: Curriculum and Quality</b>		<b>On-going Information-sharing pathways have improved and a new student monitoring system has resulted.</b>

	reflect equality and diversity objectives					
	c) Narrow achievement gaps between different groups of students	<ul style="list-style-type: none"> <li>Annual data to demonstrate that gaps have been narrowed or actions taken to address variances/concerns</li> </ul>	Annually in autumn term	<b>Deputy Principal: Curriculum and Quality And Assistant Principal: Student Support</b>		<b>Annual Equality Report identifying patterns.</b>
<b>Objective 2</b>  <b>To promote the mental health and well-being of students and staff</b>	a) Review the transition support available to students with pre-existing and disclosed mental health difficulties	<ul style="list-style-type: none"> <li>Improved transition arrangements and improved retention</li> </ul>	On-going	<b>Assistant Principal: Student Support</b>	<b>SMT</b>	<b>Assistant Principal helped form Somerset County Council's cross-County management of transitions and enhanced transition support. Student Services Manager attends all transition meetings and SEND Co-ordinator as appropriate.</b>
	b) Develop staff knowledge and skills about	<ul style="list-style-type: none"> <li>All staff are more confident in the mechanisms for and</li> </ul>	On-going	<b>Assistant Principal:</b>	<b>Personnel Committee</b>	<b>Moodle 'Health and Wellbeing' page used by</b>

	mental health issues	<p>effective management of common mental health issues</p> <ul style="list-style-type: none"> <li>Improved induction arrangements that provide a secure and safe environment for students and staff</li> </ul>	On-going	<p><b>Student Support and</b></p> <p><b>Director of HR</b></p>		<p>students as a mental health support resource. Relevant staff have gained training such as ASIST (suicide prevention training) with Student Services. Staff body confident to raise mental health concerns about students via 'My Concern' software. Staff body confident to raise concerns about other staff member's wellbeing via DSL, DDSL or, more generally, via Staff Wellbeing Group.</p>
	c) Review the induction arrangements for	<ul style="list-style-type: none"> <li>Reduced anxiety levels for new students</li> </ul>	Annually in autumn term	<p><b>Assistant Principal: Student Support</b></p>	SMT	<p>During first week of academic year, no course</p>

	<p>new students in order to reduce and respond to mental health issues such as anxiety and social phobia</p>					<p>changes. Entire day of induction to stabilise tutor group. There is an augmented transition programme for students with anxiety over the preceding summer holidays. Two-day 'Welcome to Huish' programme to acclimatise prospective students prior to the September start of term.</p>
	<p>d) Increase the range of support for students with mental health issues, including enhanced Ambassador training</p>	<ul style="list-style-type: none"> <li>A well-published menu of mental health support options</li> </ul>	<p>Annually in autumn term</p>	<p><b>Assistant Principal: Student Support</b></p>	<p><b>SMT</b></p>	<p><b>On-going: Moodle course. A Wellbeing Officer and a Counselling and Wellbeing Officer.</b></p>

<b>Objective 3</b>  <b>To enable students with disclosed faith and non-faith beliefs to meet and support each other, thereby creating a culture of faith/non-faith celebration</b>	a) Communicate with students who in the enrolment questionnaire have identified themselves as having a faith or non-faith belief, offering an opportunity to <i>either</i> join an existing enrichment group <i>or</i> to meet other like-minded individuals	<ul style="list-style-type: none"> <li>All self-disclosed students feel their faith/non-faith belief is valued and respected by the College</li> </ul>	Ongoing	Assistant Principal: Student Support	SMT and Academic Planning and Quality Committee	Huish values uphold this and are part of every student's induction and staff induction.
	b) Ensure students understand the legal requirement to prevent radicalisation and extremism	<ul style="list-style-type: none"> <li>Relevant student-led groups operate within the law</li> </ul>	On-going	Assistant Principal: Student Support		Induction tutorials and ID cards explain Prevent Duty. Key information within prospectus and 'Welcome to Huish' information.

						<b>Safeguarding and Prevent posters are in all classrooms and included in electronic media.</b>
<b>Objective 4</b>  <b>To enable students with disclosed lesbian, gay, bi-sexual, transgender sexuality and those who are questioning their sexuality or wanting to support others to meet and celebrate their individuality</b>	a) Communicate with students who have identified themselves as being lesbian, gay, transgender and bi-sexual in their enrolment questionnaire to either join the College LGBTQ group or Somerset TBU group	<ul style="list-style-type: none"> <li>All self-disclosed students feel their sexuality is valued and respected by the College</li> </ul>	On-going	<b>Assistant Principal: Student Support</b>	<b>SMT and Academic Planning and Quality Committee</b>	Students are well-provided for via support from 2BU. The Student Union also offers another mechanism for any student concerns to be raised and directed to SLT via SU meetings.
	b) Student Support Manager working in partnership with Somerset 2BU health professionals to facilitate and promote	<ul style="list-style-type: none"> <li>Increase attendance at and promote profile of the College LBGTQ* and Somerset 2BU group</li> </ul>	On-going	<b>Assistant Principal: Student Support</b>		<b>Model of Huish 2BU group so successful that it has been rolled out across the County following receipt of award. This continues to be very</b>



	attendance at meetings					successful and gain a significant audience, contributing to College-wide events, including Christmas celebrations.
	c) Ensure students understand the need to celebrate their sexuality with respect for other views	<ul style="list-style-type: none"> <li>• 'Other' students and staff view the LGBTQ group in a neutral or positive way</li> </ul>	On-going	Assistant Principal: Student Support		In December 2019, the fifth 2BU@ Huish event successfully organised at College.

\*LBGTQ – Lesbian, Gay, Bi-sexual, Transgender and Questioning/Queer students and their friends