

This report applies to the Academic Year:
September 2020 to July 2021.

Achievement Differences

**Issued:
December 2021**

Landmarks Specialist College Achievement Differences report

It is a statutory responsibility on senior staff and trustees to ensure that an educational establishment has effective achievement differences monitoring and intervention practices in place that identify and remedy, where possible, any achievement lags due to a learner's protected characteristic.

The purpose of the annual report is to enable the college leadership to provide the college community and trustees with a simple standardised report for consideration at relevant meetings.

The expectation should be that this report is completed annually and submitted for consideration to the Quality of Education and Curriculum committee for review, before asking the full board to endorse.

A copy of this completed document will be made available to all college staff via SharePoint and stored within the Trustee Portal.

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Landmarks Specialist College (LSC) Annual Achievement Differences Report 20-21.

The purpose of this report is to provide a review of the position regarding Equality, Diversity and Inclusion (EDI), at LSC for the Board of Trustees. From this report actions for improvement will be created and monitored via the Safeguarding, Prevent and Equalities Committee (SPEC).

A	Policy & Procedures	Yes	No
1.	Does your college have a Single Equality Scheme (SES) which is regularly reviewed?		
2.	Has the SES been reviewed, updated, and signed off by the Trustees / Delegated committee in the last 12 months?		
3.	Does your college have an Equality, Diversity and Inclusion Policy which is regularly reviewed?		
4.	Is your Equality, Diversity and Inclusion Policy made available for parents and others to access through your website?		

B	Previous over-arching Single Equality Scheme Outcomes 2015-2020
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1.	Promote equality for our learners	'15	'16	'17	'18	'19	'20
A)	High success rates for all learners						
B)	Learners feel safe and experience respect and fair treatment						
C)	Take action to address any achievement gaps						
D)	All learners have an equal opportunity to plan their own transition						
2.	Promote equality for our workforce	'15	'16	'17	'18	'19	'20
A)	Improve the diversity of our workforce						
B)	Investigate and remedy any gender pay gaps						
C)	Create a culture where staff feel able to declare their disability, religion, and sexual orientation						
3.	Promote equality in our working practices	'15	'16	'17	'18	'19	'20
A)	Provide training, support, and guidance to enable all our workforce to be confident in promoting Equality, Diversity and Inclusion as well as eliminating unlawful discrimination and harassment						

Data and evidence exist to support positive action in this area	
Data and evidence exist to support that this action remains work in progress	
Data and evidence exist to support that no action has been taken	

C	NEW over-arching Single Equality Scheme Outcomes 2021-2025
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1.	Promote equality for our learners	'21	'22	'23	'24	'25
1.1	Increase success rates for all learners.	90%				
1.2	All learners feel safe.	100%				
1.3	Achievement differences reduce over time.	>5%				
1.4	All learners participate in their transition planning.	100%				
1.5	Deep dives highlight SMSC as a strength.	No Info				
2.	Promote equality for our workforce	'21	'22	'23	'24	'25
2.1	Increase sex diversity to 38% male.	33				
2.1a	Increase staff ethnic diversity profile to 4.5%.	3.4				
2.1b	Increase staff disability profile to 15%.	10%				
2.2	Staff report Landmarks as an inclusive environment.	100%				
2.2a	Staff report they feel supported.	96%				
2.2b	Staff feel they are treated well.	99%				
2.2c	Staff have the training needed to do their jobs well.	96%				
3.	Promote equality in our working practices	'21	'22	'23	'24	'25
3.1	Staff receive annual training around EDI.	95%				
3.1a	Staff recognise the work of SPEC.	No Info				
3.1b	Staff report feeling confident promoting EDI.	100%				
3.2	Staff understand discrimination and harassment.	No Info				
3.2a	Staff know what do if they are aware of instances of discrimination and harassment.	No Info				

D	Workforce Profile
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	Staff Protected Characteristics			North East Derbyshire*
	2015-16	2016-17	2020-21	Population
Age				
Age 16-18				
Age 19-25	18%	18%	16%	26.4%
Age 25 to 29	14%	18%	21%	4.8%
Age 30 to 44	39%	28%	38%	18.2%
Age 45 to 59	19%	24%	23%	21.8%
Age 60 to 64	10%	8%	4.2%	7.7%
Age 65 +		4%		21.1%
Disability				
Yes	14%	4%	17%	21.8%
No	86%	81%	83%	78.2%
Prefer not to say	-	15%		-
Sex				

Male	22%	30%	34%	49.0%
Female	78%	70%	66%	51.0%
Race				
White; English/Welsh/Scottish/Northern Irish/British	100%	88%	88%	96.9%
White; Irish				0.3%
White; Gypsy or Irish Traveller				0.1%
White; Other White			1%	0.8%
Mixed/Multiple Ethnic Groups; White and Black Caribbean				0.3%
Mixed/Multiple Ethnic Groups; White and Black African				0.1%
Mixed/Multiple Ethnic Groups; White and Asian				0.4%
Mixed/Multiple Ethnic Groups; Other Mixed				0.1%
Asian/Asian British; Indian				
Asian/Asian British; Pakistani				0.2%
Asian/Asian British; Bangladeshi				0.1%
Asian/Asian British; Chinese				0.2%
Asian/Asian British; Other Asian				0.1%
Black/African/Caribbean/Black British; African				0.2%
Black/African/Caribbean/Black British; Caribbean				0.1%
Black/African/Caribbean/Black British; Other Black				
Other Ethnic Group; Arab				
Other Ethnic Group; Any Other Ethnic Group		12%		0.1%
Prefer not to say			11%	
Religion & Belief				
Christian	39%	31%	18%	67.4%
Buddhist			1%	0.10%
Hindu				0.10%
Jewish				0.00%
Muslim				0.30%
Sikh				0.10%
Other religion	4%	6%		0.30%
No religion	50%	55%	55%	24.7%
Religion not stated	7%	8%	25%	6.90%
Prefer not to say			1%	
Sexual Orientation				
Lesbian or Gay	4%	4%	9%	N/A
Bisexual				N/A
Straight	92%	94%	78%	N/A
Prefer not to say	4%	2%	13%	N/A
Other				N/A

Gender Identity				
Do you present, either full or part time, in a gender that is different from the one you were assigned at birth?				
Yes	4%			N/A
No	96%	100%	100%	N/A
Prefer not to say				N/A
Marital Status				
Single	26%	30%	55%	N/A
Married	44%	48%	30%	N/A
Civil partnership	7%	5%		N/A
Separated	4%	2%		N/A
Widowed				N/A
Divorced	11%	12%		N/A
Prefer not to say	7%	3%	15%	N/A
* 2011 Census				

E	Learner Profile
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Learner Protected Characteristics				North East Derbyshire*
	2015-16	2016-17	2020-21	Population
Age				
Age 16-18		28%	40%	
Age 19-25	100%	72%	60%	26%
Disability				
Autistic Spectrum Disorder		45%	53%	
PMLD		2%	4%	
Acquired Brain Injury		2%	1%	
Downs Syndrome		9%	13%	
Global Developmental Delay		15%	3%	
Hearing Impairment		6%	8%	
Learning Difficulties		12%	9%	
Other		9%	9%	
Sex				
Male	72%	70%	73%	49%
Female	28%	30%	27%	51%
Race				
Non-BME	96%	94%	84%	97%

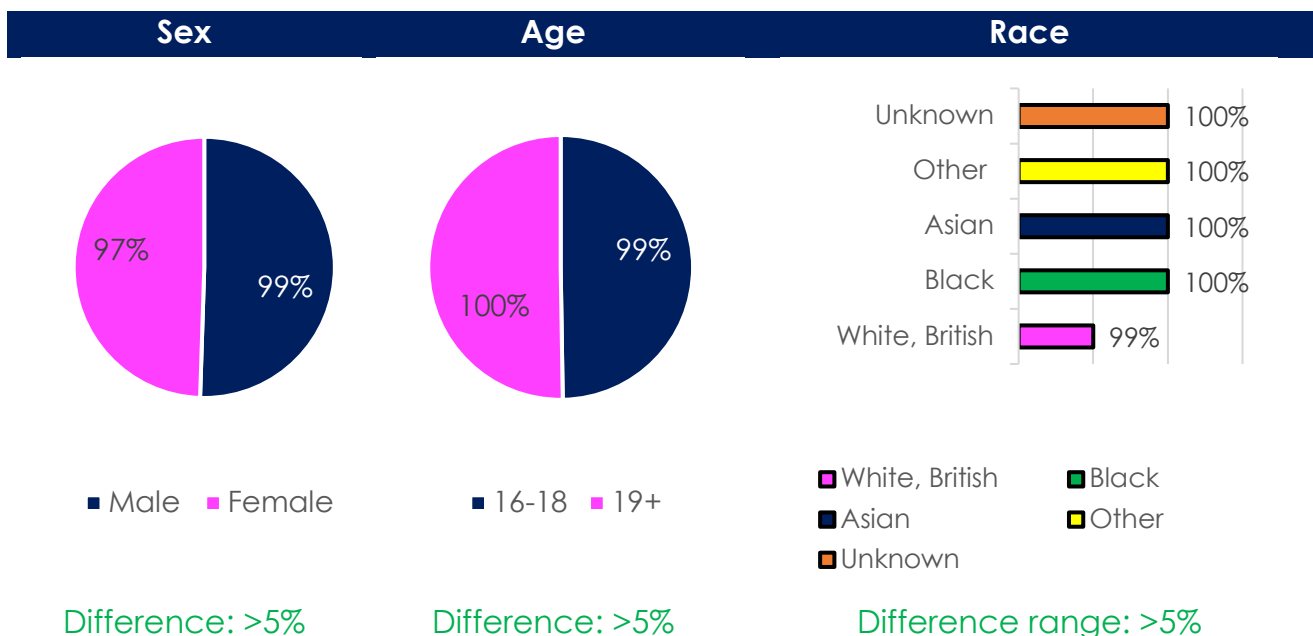
BME	4%	6%	9%	3%
Not Stated			6%	
Religion & Belief				
Christian	12%	32%	16%	67%
Buddhist				0.10%
Hindu		2%		0.10%
Jewish				0.00%
Muslim		2%	1%	0.30%
Sikh				0.10%
Other religion				0.30%
No religion				25%
Religion not stated	88%	64%	83%	7%
Prefer not to say				
Sexual Orientation				
Lesbian or Gay	N/A		N/A	N/A
Bisexual	N/A		N/A	N/A
Straight	N/A	43%	N/A	N/A
Not Stated	N/A	55%	N/A	N/A
Other	N/A	2%	N/A	N/A
Gender Identity				
Do you present, either full or part time, in a gender that is different from the one you were assigned at birth?				
Yes	N/A			N/A
No	N/A	100%	100%	N/A
Prefer not to say	N/A			N/A
Marital Status				
Single	N/A	70%	100%	N/A
Married	N/A			N/A
Civil partnership	N/A			N/A
Separated	N/A			N/A
Widowed	N/A			N/A
Divorced	N/A			N/A
Non-Notated	N/A	30%		N/A
* 2011 Census				

F Methodology

- Independence Specialist College curriculums aim to develop skills, behaviour and knowledge relevant for progressing into adulthood, commonly accepted as improved levels of independence, social skills and work readiness skills, if not employment as well as further, higher learning where possible.
- Using the success rates of RARPA and Qualifications combined strengthens college leaders judgement around learner progress.
- **RARPA:** Recognising and Recording Personal Achievement. The method by which soft skill development can be assured. Using the Preparation for Adulthood (PfA) Framework, all learners progress skills categorised into, Employability, Community Inclusion, Independence and Health. When reporting RARPA Achievement the Overall statistic is the average of all the PfA categories for that characteristic.
- **Qualifications:** Using formal qualifications to recognise the knowledge and skill development of learners. City & Guilds being the awarding body of choice.

G Personal Target Achievement (RARPA)

- Below are the overall achievement rates by protected characteristic for learners where progress has been assured using RARPA.
- There were 98 learners following RARPA targets during 20-21.
- These overall achievement rates are compiled from DatabridgeMIS and provide college leaders with a clear indication of learner progress.



Disability



- Autistic Spectrum Disorder
- PMLD
- Downs Syndrome
- Global Developmental Delay
- Learning Difficulties
- Other

Difference range: >5%

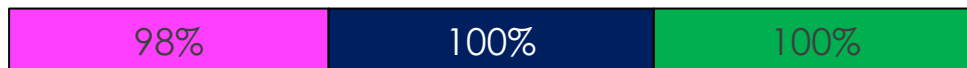
Religion & Belief



- Christian
- Muslim
- No religion
- Religion not stated

Difference range: >5%

Sexual Orientation

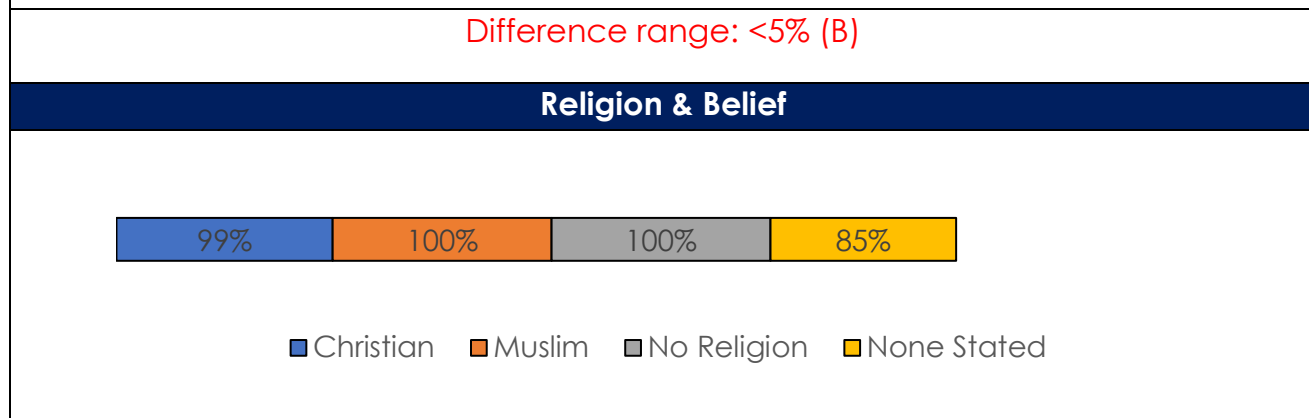
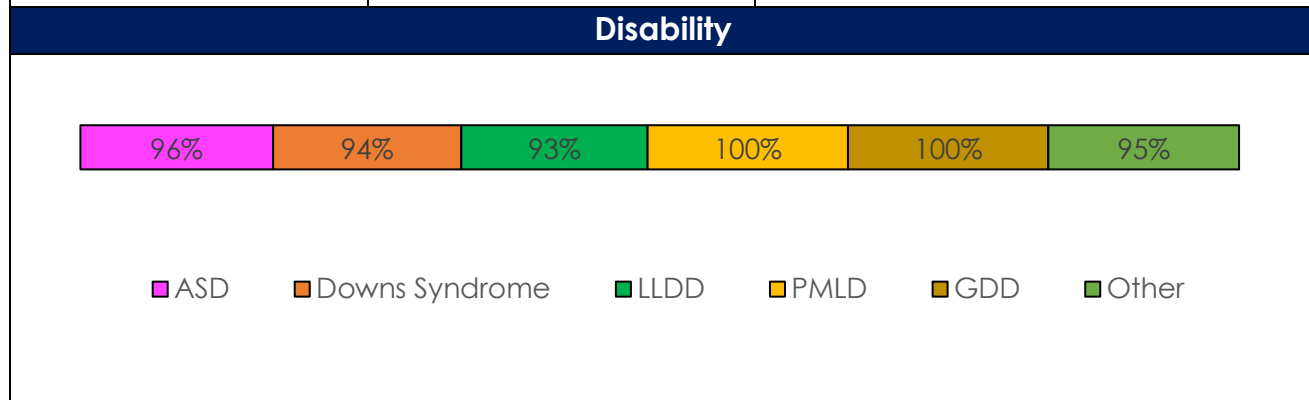
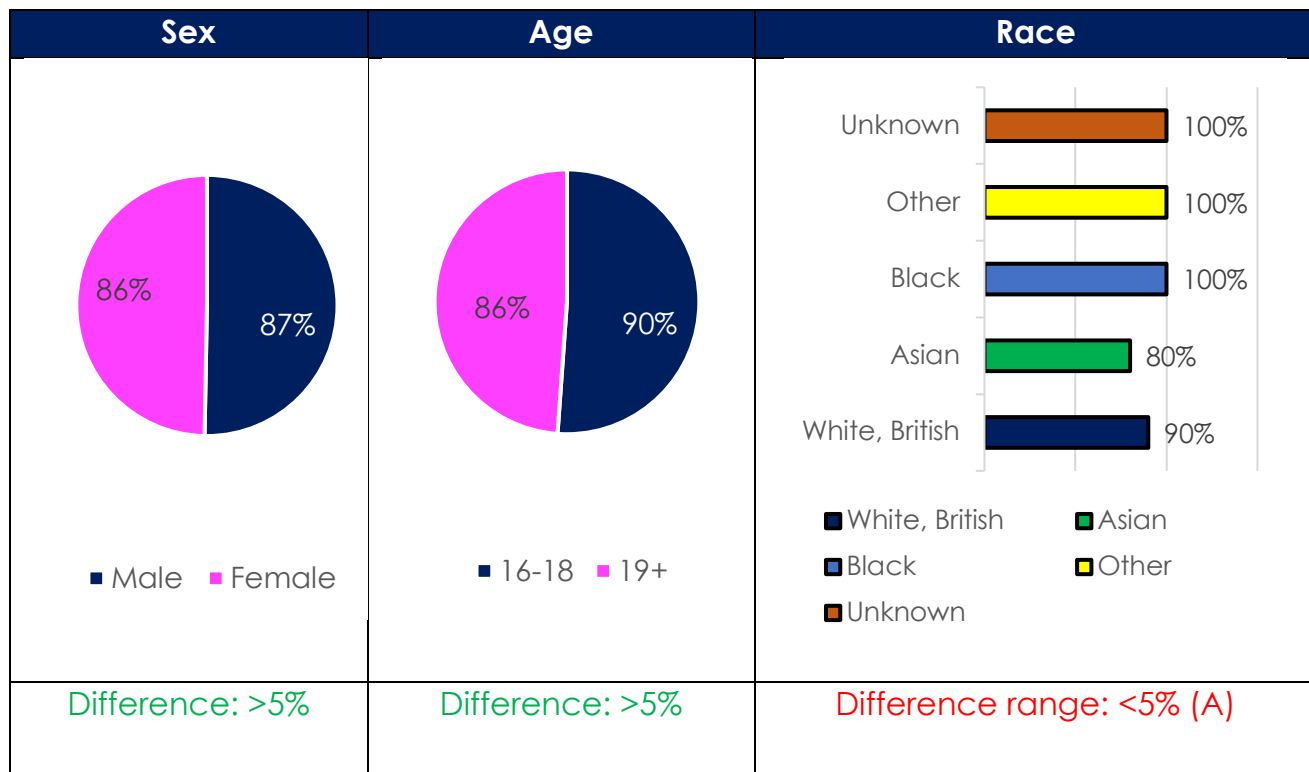


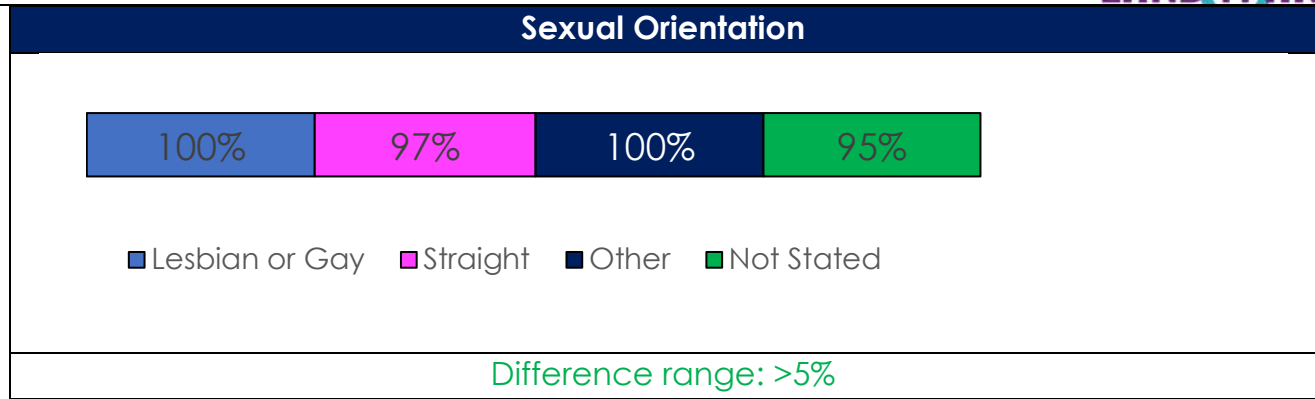
- Lesbian or Gay
- Straight
- Other
- Not Stated

Difference range: >5%

*Source: DatabridgeMIS/Global Progress Report

H	Learner Qualification Achievement
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*Source: City & Guilds Registrations

I Achievement Differences Greater than 5%	
Point	Analysis
A	<ul style="list-style-type: none"> - 80% success rate of Asian learners is because 1 learner did not achieve their Duke of Edinburgh Award due to not wishing to undertake an excursion due to worries around Covid. - 90% success rate of White British learners is because 8 learners did meet the required standards because: <ul style="list-style-type: none"> o 2 learners disengaged due to external factors beyond the colleges influence o 4 learners attempted the next level qualification but were unsuccessful – stretch and challenge o 1 learner poor health resulted in not being able to take the qualification o 1 learners' attendance was low due to mental health issues.
B	<ul style="list-style-type: none"> - 96% success rate of ASC learners is because: <ul style="list-style-type: none"> o 1 learner did not achieve their ICT qualification due to securing employment before his planned end date. o 2 learners did not achieve their English qualifications due to attendance and challenge. o 1 learner did not achieve their Maths qualification due to attendance. - 94% success rate of Down Syndrome learners is because: <ul style="list-style-type: none"> o 1 learner did not pass their English and Maths qualification because the next progressive level proved too difficult. Stretch and challenge. o 1 learner did not complete all of the Units required to achieve the full qualification due to challenge. - 93% success rate of Learning Difficulties learners is because:

		<ul style="list-style-type: none"> ○ 1 learner did not achieve their maths qualification because they withdrew from their programme prematurely ○ 3 learners did not achieve their English qualifications, 1 due to premature withdrawal, 1 lack of engagement and the other due to a prolonged hospital stay where distanced learning could not take place. ○ 1 learner did not achieve their Employability Award due to high levels of short term, sporadic absences. - 95% success rate of Other learners is because: <ul style="list-style-type: none"> ○ 1 learner did not achieve their Maths exams, despite re-sits. Stretch and challenge. ○ 1 learner left their programme earlier than expected due to adverse behaviours.
C		<ul style="list-style-type: none"> - 85% success rate of None Stated learners is because: <ul style="list-style-type: none"> ○ 1 learner did not achieve their English qualification due to it being too challenging ○ 1 learner did not achieve their Maths qualification due to it being too challenging ○ 1 learner did not achieve their ICT qualification due to leaving their programme early ○ 1 learner did not achieve their Employability Award due to high levels of absence ○ 1 learner did not achieve their SfWL Award due to leaving their programme early.
J	Findings	

- All policies and procedures are up to date and reviewed regularly.
- Progress was made towards the Single Equality Scheme (SES) 2015-20 Outcomes, achieving all except for improving workforce diversity.
- New SES 21-25 continues the colleges ambitions.
- A high number of staff details not requested or reported.
- Achievement rates are high across all protected characteristics.
- Where achievement rates are greater than 5% this is due to; greater stretch and challenge, attendance issues as well as some learners leaving programmes earlier than planned. (See Section I)
- Learners who have received teacher assessed grades in previous years were progressed onto higher level qualifications, many of whom could not reach the next level of achievement.
- There are no statistically significant achievement gaps that can linked to any protected characteristics. Achievement differences have been due to external

factors, attendance, engagement, assessment and early completion prohibiting timely completion of studies.

K	Conclusions
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- The college has set an ambitious Single Equality Scheme that will structure its work of promoting equality of opportunity for learners, the workforce and in the working practices of the college.
- Improvement needed in the number of employees confident to declare a disability.
- Improvement needed in categorising sensitive data, moving away from 'Othering'.
- RARPA achievement across characteristics suggests no statistical difference of concern.
- Qualification achievement progress across characteristics suggests greater stretch and challenge with achievement of higher-level qualifications proving more difficult.
- Covid assessment arrangements resulted in some learners being put forward for qualifications that may have proved too challenging.
- **The overall achievement difference between RARPA and Qualifications is <5%.**

L	Recommendations
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- Data to be produced at the end of each term to enable closer monitoring.
- **Action: FARC to task data leads to create standardised templates and data sets.**
- Judgements will be further supported by greater disclosure of sensitive data from both learners and staff.
- **Action: SPEC to improve disclosure rates to 95-100%.**
- Learners enrolled onto Level 1 and 2 qualifications need greater monitoring of progress with timely intervention to improve the rate of achievement.
- **Action: QoEC to monitor progress of qualifications at the end of each term.**

Larry Brocklesby
Principal | CEO