

This report applies to the Academic Year:
September 2021 to July 2022.

Achievement Differences

**Issued:
January 2023**

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 Education and Standards sub-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 21-22.

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	Review of Previous Recommendations	Progress
1.	FARC to task data leads to create standardised templates and data sets.	Completed through the monthly management reports.
2.	SPEC to improve disclosure rates to 95-100%.	While disclosure rates have improved in some areas, particularly in staff reporting, there continues to be work needed for some learner protected characteristics e.g. sexual orientation.
3.	QoEC to monitor progress of qualifications at the end of each term.	Committee minutes from 2021-22 include reference to qualification progress monitoring.

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

C	Over-arching Single Equality Scheme Outcomes 2021-2025

1.	Promote equality for our learners	'21	'22	'23	'24	'25
1.1	Increase success rates for all learners.	90%	84%			
1.2	All learners feel safe.	100%	100%			
1.3	Achievement differences reduce over time.	>5%	<5%			
1.4	All learners participate in their transition planning.	100%	100%			
2.	Promote equality for our workforce	'21	'22	'23	'24	'25
2.1	Increase sex diversity to 38% male.	33%	32%			
2.1a	Increase staff ethnic diversity profile to 4.5%.	3.4%	4.8%			
2.1b	Increase staff disability profile to 15%.	10%	6.6%			

2.2	Staff report Landmarks as an inclusive environment.	100%	100%			
2.2a	Staff report they feel supported.	96%	89%			
2.2b	Staff feel they are treated well.	99%	96%			
2.2c	Staff have the training needed to do their jobs well.	96%	99%			
3.	Promote equality in our working practices	'21	'22	'23	'24	'25
3.1	Staff receive annual training around EDI.	95%	100%			
3.1a	Staff recognise the work of SPEC.	No Info	89%			
3.1b	Staff report feeling confident promoting EDI.	100%	100%			
3.2	Staff understand discrimination and harassment.	No Info	100%			
3.2a	Staff know what do if they are aware of instances of discrimination and harassment.	No Info	100%			

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	

D	Workforce Profile
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Staff Protected Characteristics					North East Derbyshire *
	2015-16	2016-17	2020-21	2021-22	<i>Population</i>
Age					
Age 16-18				0.7%	4.7%
Age 19-25	18%	18%	16%	13%	4.5%
Age 25 to 29	14%	18%	21%	13%	5.5%
Age 30 to 44	39%	28%	38%	43%	16.6%
Age 45 to 59	19%	24%	23%	25%	21.4%
Age 60 to 64	10%	8%	4.2%	5%	6.9%
Age 65 +		4%		0.7%	24.8%
Disability					
Yes	14%	4%	17%	6%	TBC
No	86%	81%	83%	94%	TBC
Prefer not to say	-	15%	-	-	-
Sex					
Male	22%	30%	34%	32%	48.8%
Female	78%	70%	66%	68%	51.2%
Ethnicity					
Asian or Asian British	-	-	-	1%	0.9%
Any other Asian background	-	-	-	-	-

Black, Black British, Caribbean or African	-	-	-	-	0.3%
Any other Black, Black British, Caribbean, or African background	-	-	-	-	-
Mixed or Multiple Ethnic Groups	-	-	-	1%	1.1%
Any other Mixed or Multiple ethnic background	-	-	-	0.6%	-
White - English, Welsh, Scottish, Northern Irish or British	100%	88%	88%	95%	97.4%
Any other White background	-	-	1%	2%	-
Other Ethnic Group	-	12%	-	-	0.2%
Prefer not to say	-	-	11%	-	-
Religion & Belief					
Christian	39%	31%	18%	17%	50.9%
Buddhist	-	-	1%	0.5%	0.2%
Hindu	-	-	-	-	0.1%
Jewish	-	-	-	-	0.1%
Muslim	-	-	-	0.5%	0.3%
Sikh	-	-	-	-	0.1%
Other religion	4%	6%	-	6%	0.4%
No religion	50%	55%	55%	48%	42.3%
Religion not stated	7%	8%	25%	28%	5.5%
Prefer not to say	-	-	1%	-	N/A
Sexual Orientation					
Lesbian or Gay	4%	4%	9%	7%	1.1%
Bisexual	-	-	-	0.6%	0.8%
Straight	92%	94%	78%	86%	92%
Prefer not to say	4%	2%	13%	6%	5.9%
Other	-	-	-	-	0.1%
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%	-	-	-	94.8%
No	96%	100%	100%	100%	0.3%
Prefer not to say	-	-	-	-	4.9%
Marital Status					
Single	26%	30%	55%	59%	30.5%
Married or in a registered civil partnership	51%	53%	30%	33%	49.4%
Separated, but still legally married or legally in a civil partnership	4%	2%	-	-	2.1%
Widowed or surviving partner from a civil partnership	-	-	-	0.6%	7.7%
Divorced or civil partnership dissolved	11%	12%	-	1%	10.3%
Non-Stated	7%	3%	15%	6%	N/A
* 2021 Census Disability data released: 19 th Jan					

E	Learner Profile
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	Learner Protected Characteristics				North East Derbyshire*
	2018-19	2019-20	2020-21	2021-22	Population
Age					
Age 16-18	-	28%	40%	22%	4.7%
Age 19-25	100%	72%	60%	78%	4.5%
Disability					
Autistic Spectrum Disorder	54%	45%	53%	57%	TBC
PMLD	-	2%	4%	-	TBC
Acquired Brain Injury	-	2%	1%	0.8%	TBC
Downs Syndrome	6%	9%	13%	4%	TBC
Global Developmental Delay	5%	15%	3%	5%	TBC
Hearing Impairment	-	6%	8%	0.8%	TBC
Learning Difficulties	16%	12%	9%	10%	TBC
Other	19%	9%	9%	22%	TBC
Sex					
Male	72%	70%	73%	73%	48.8%
Female	28%	30%	27%	27%	51.2%
Ethnicity					
Asian or Asian British	4.7%	4.2%	4.6%	4%	0.9%
Any other Asian background	1.6%	1.4%	-	-	
Black, Black British, Caribbean or African	1.6%	-	0.9%	0.8%	0.3%
Any other Black, Black British, Caribbean or African background	1.6%	-	-	-	
Mixed or Multiple Ethnic Groups	3.2%	2.7%	4.6%	1.6%	1.1%
Any other Mixed or Multiple ethnic background	-	-	-	-	
White - English, Welsh, Scottish, Northern Irish or British	85.7%	88%	85%	87%	97.4%
Any other White background	1.6%	1.4%	-	-	
Other Ethnic Group	-	1.4%	4.6%	6.5%	0.2%
Religion & Belief					
Christian	12%	32%	16%	28%	50.9%
Buddhist	-	-	-	-	0.2%
Hindu	-	2%	-	-	0.1%
Jewish	-	-	-	-	0.1%
Muslim	-	2%	1%	3%	0.3%

Sikh	-	-	-	-	0.1%
Other religion	-	-	-	-	0.4%
No religion	-	-	-	3%	42.3%
Religion not stated	88%	64%	83%	65%	5.5%
Prefer not to say	-	-	-	-	N/A
Sexual Orientation					
Lesbian or Gay	N/A	-	1%	0.8%	1.1%
Bisexual	N/A	-	2%	0.8%	0.8%
Straight	N/A	43%	46%	56%	92%
Not Stated	N/A	55%	46%	41%	5.9%
Other	N/A	2%	4%	1.6%	0.1%
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	-	-	1.6%	94.8%
No	N/A	100%	100%	98%	0.3%
Prefer not to say	N/A	-	-	-	4.9%
Marital Status					
Single	N/A	70%	100%	100%	30.5%
Married or in a registered civil partnership	N/A	-	-	-	49.4%
Separated, but still legally married or legally in a civil partnership	N/A	-	-	-	2.1%
Widowed or surviving partner from a civil partnership	N/A	-	-	-	7.7%
Divorced or civil partnership dissolved	N/A	-	-	-	10.3%
Non-Stated	N/A	30%	-	-	N/A
* 2021 Census Disability data released: 19 th Jan					

F	Methodology
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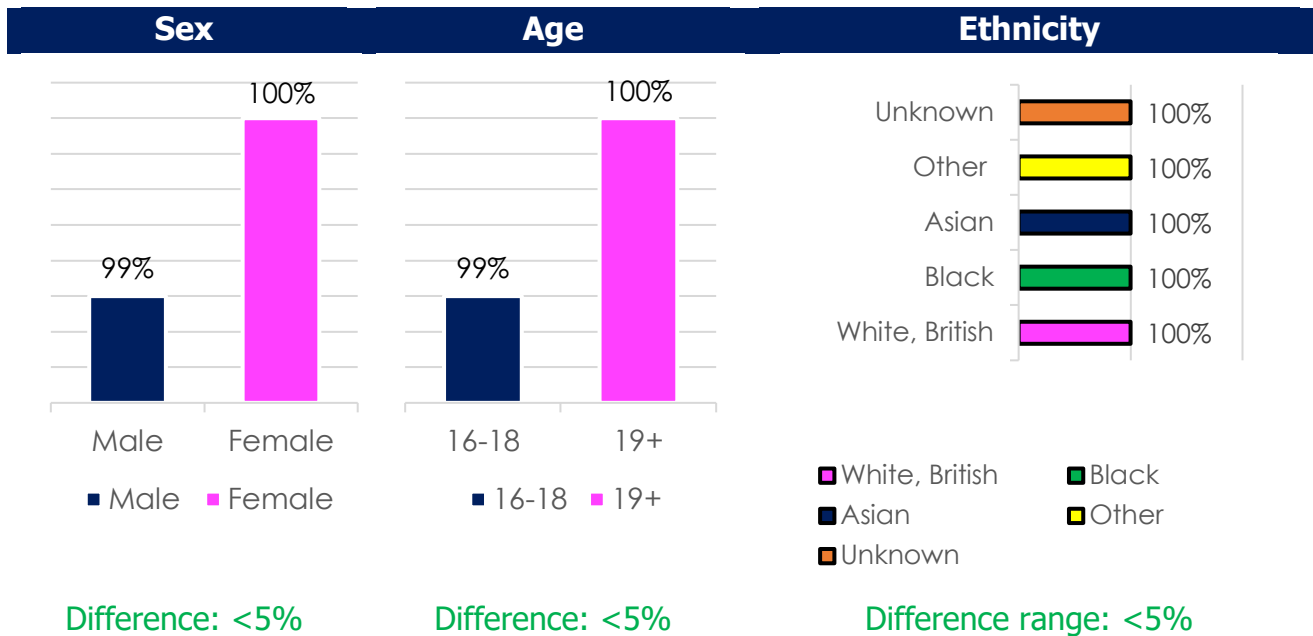
- Independence Specialist College curriculums aim to develop skills, behaviour and knowledge relevant for progressing into adulthood, commonly accepted as improved levels of independence, social skills and work readiness skills, if not employment as well as further, higher learning where possible.
- 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.

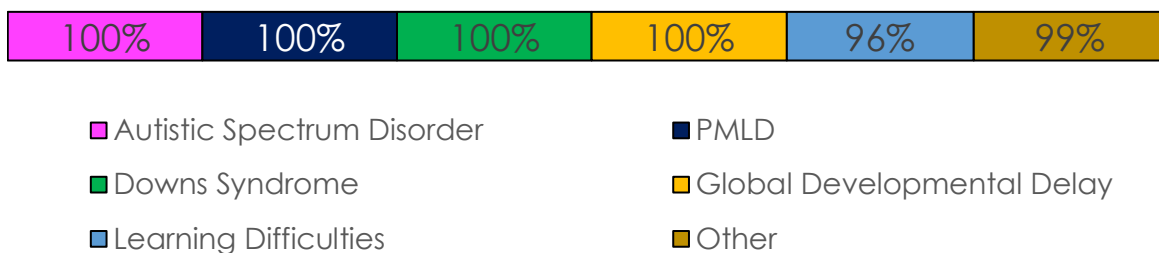
- **Qualifications:** Using formal qualifications to recognise the knowledge and skill development of learners. City & Guilds being the awarding body of choice.

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 124 learners following RARPA targets during 21-22.
- These overall achievement rates are compiled from DatabridgeMIS and provide college leaders with a clear indication of learner progress.



Disability

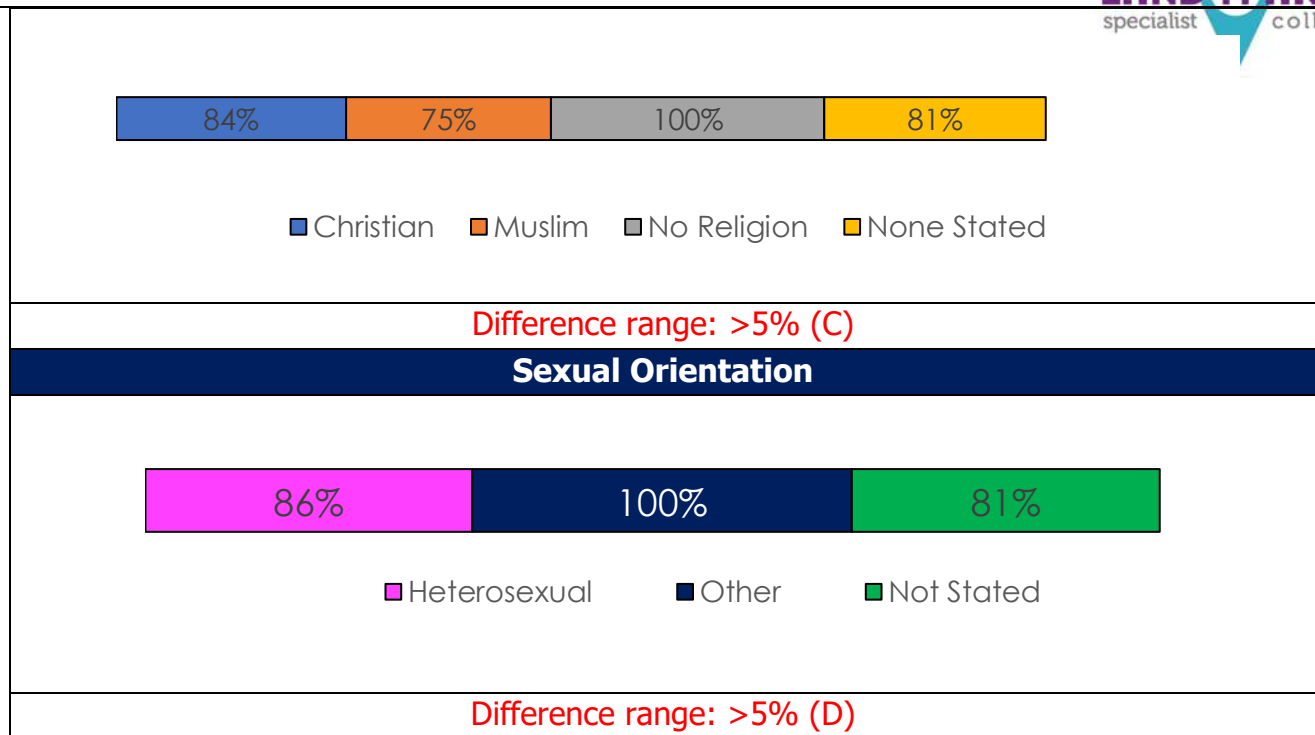


* Source: DatabridgeMIS/Progress Dashboard

H	Learner Qualification Achievement
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- Below are the overall achievement rates by protected characteristic for learners undertaking accredited courses.
- There were 87 learners who were registered for qualifications during 21-22, however some learners took multiple qualifications. There were occasions where a learner may have achieved one qualification, but did not achieve another.





*Source: City & Guilds Registrations

I	Achievement Differences Greater than 5%
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Point Analysis

A	<ul style="list-style-type: none"> - One learner did not achieve their Duke of Edinburgh Award due to attendance (3/4 learners 'other' ethnicity category). - The 84% success rate of White British learners is due to 14 learners not achieving their qualifications: <ul style="list-style-type: none"> o 4 learners did not achieve their Duke of Edinburgh Award due to attendance. o 2 learners did not achieve their qualification due to attendance issues linked with mental health. o 2 learners had external factors which impacted their ability to achieve, including moving to supported living for one learner, and discouragement from parents for the other. o 5 learners attempted the next level qualification but were unsuccessful – stretch and challenge. o 1 learner did not achieve their qualification as they found the exam scenario too stressful, which impacted on their behaviour.
B	<ul style="list-style-type: none"> - The 82% success rate of neurodivergent learners is because 11 of 65 neurodivergent learners did not achieve their qualification for the following reasons: <ul style="list-style-type: none"> o 2 learners were not able to achieve their Duke of Edinburgh Award due to attendance.

		<ul style="list-style-type: none"> ○ 4 learners attempted the next level of qualification in either Maths or English but were unsuccessful – stretch and challenge. ○ 3 learners were unable to secure the evidence required for their qualification due to attendance; for 2 of these learners, the attendance was linked to mental health. ○ 1 learner did not achieve their qualification as they found the exam scenario too stressful, which impacted on their behaviour. ○ 1 learner was impacted by his sudden move into supported living, which affected attendance – external factors. <ul style="list-style-type: none"> - The 95% success rate of learners with a learning disability is because 1 learner of 19 did not achieve her Duke of Edinburgh Award due to lack of engagement with the programme. - The 71% success rate of learners with a physical disability is because 2 of 7 learners did not achieve: <ul style="list-style-type: none"> ○ 1 learner did not achieve their Duke of Edinburgh Award due to attendance. ○ 1 learner was discouraged from completing their Maths qualification due to parental influence – external factors. - The 67% success rate of learners with Downs Syndrome is because 1 learner of 3 did not achieve: <ul style="list-style-type: none"> ○ The learner was unable to complete his final expedition of the Duke of Edinburgh Award due to being on holiday – external factors. The learner is expected to achieve the Award in the next academic year (22/23).
C		<ul style="list-style-type: none"> - The 84% success rate of Christian learners is because 5 of 32 learners did not achieve: <ul style="list-style-type: none"> ○ 1 learner was unable to achieve their English qualification due to it being too challenging. ○ 1 learner was unable to achieve their Maths qualification due to it being too challenging. ○ 1 learner did not achieve their Duke of Edinburgh Award due to periods of absence linked to his physical health. ○ 1 learner did not achieve their English or Hospitality and Catering Award due to external factors linked to moving into supported living. ○ 1 learner did not achieve due to behaviour linked to stress and anxiety caused by the exam environment. - The 75% success rate of Muslim learners is because 1 of 4 learners did not achieve: <ul style="list-style-type: none"> ○ The learner was unable to complete his Duke of Edinburgh Award due to attendance. - The 81% success rate of learners with no stated religion or belief is because 9 of 56 learners did not achieve:

		<ul style="list-style-type: none"> ○ 1 learner did not achieve her Duke of Edinburgh Award due to engagement with the programme. ○ 1 learner did not achieve their Duke of Edinburgh Award due to being on holiday during the final expedition – external factors. ○ 1 learner was discouraged from completing his Maths qualification by parents – external factors. ○ 3 learners did not achieve their qualification due to attendance; in 2 cases, this was linked to mental health. ○ 1 learner was unable to achieve their Maths and English qualification due to it being too challenging. ○ 2 learners were unable to achieve their Maths qualification due to it being too challenging.
D		<ul style="list-style-type: none"> - The 86% success rate of heterosexual learners is due to 8 learners of 56 not achieving their qualification: <ul style="list-style-type: none"> ○ 3 learners did not achieve their Duke of Edinburgh Award due to attendance. ○ 1 learner was discouraged from completing his Maths qualification by parents – external factors. ○ 4 learners were unable to complete their Maths or English qualification due to it being too challenging. - The 81% success rate of learners who did not state a sexual orientation is due to 7 of 37 not achieving their qualification: <ul style="list-style-type: none"> ○ 1 learner did not achieve their Duke of Edinburgh Award due to attendance. ○ 1 learner did not achieve their Duke of Edinburgh Award due to lack of engagement with the programme. ○ 1 learner did not achieve their qualification due to stress and anxiety linked to the exam environment which impacted on his behaviour. ○ 2 learners did not achieve their qualification due to attendance related to mental health difficulties. ○ 1 learner did not achieve their English or Hospitality and Catering Award due to external factors linked to moving into supported living. ○ 1 learner did not achieve her Maths qualification due to it being too challenging.
J	Findings	

- New Single Equality Scheme 21-25 objectives continue the colleges ambitions and demonstrate positive progression around promoting equality in our working practices.
- Through the setting of ambitious objectives, we can evidence progress towards areas such as staff understanding of discrimination and harassment.

- Overall success rates for qualifications have dropped 6% from the previous year.
- There has been a significant reduction in 'prefer not to say' responses from staff.
- There continues to be gaps in knowledge around certain learner protected characteristics including 'religion' and 'sexual orientation', where learners have not stated how they identify.
- Achievement rates are high across all protected characteristics.
- Where achievement rates are greater than 5% this is mostly due to attendance concerns or greater stretch and challenge, with a small number of learners being affected by external factors, engagement or behaviour.
- When accounting for population sizes within each protected characteristic, there are no statistically significant achievement gaps that can be linked to any protected characteristic.
- RARPA achievement remains high.
- There is a bigger difference between RARPA and qualification achievement this year (>5%).

K	Conclusions
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- Improvements have been made in the number of employees disclosing protected characteristics.
- Improvements continue to be needed in the number of learners disclosing protected characteristics in relation to religion and sexual orientation, to reduce the number of those 'not stated'.
- RARPA achievement across characteristics suggests no statistical difference of concern.
- Qualification achievement is lower than expected this year, however this does not appear to be as a result of a learner's protected characteristic. A significant proportion of learners did not achieve their qualification due to attendance issues (6/15) or the qualification being too challenging (5/15).

L	Recommendations
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- Regularly review progress towards Single Equality Scheme outcomes.
- **Action: SES outcomes to be monitored as part of the Safeguarding, Prevent and Equalities sub-committee (SPEC).**
- Continue work towards increased disclosure rates of sensitive data from learners.
- **Action: SPEC to improve response rates to 95-100% for learners.**
- Ensure that learner attendance and progress is closely monitored so that interventions can be quickly put into place where needed.
- **Action: Education & Standards sub-committee to receive Internal Quality Assurance (IQA) reports highlighting the progress learners are making in their qualifications.**

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