

Equality and Diversity Report

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1. Introduction

Joseph Chamberlain is a highly successful and inclusive 6th form college located in inner city Birmingham. It is a popular college being the first choice for most applicants. Students are predominantly drawn from within a 5-mile radius of the college, with the majority coming from the immediate area. In terms of the Index of Multiple Deprivation, Balsall Heath is a super output area. There are more than 2600 full time students between the ages of 16-19 taught at the main college site on Belgrave Road and over 800 adult learners taught at a specialist adult learning centre on Moseley Road and at local community venues. For many years the college has ensured that students achieve exceptional results and in its last inspection, it was graded as outstanding by Ofsted. As the report stated:

Leaders and managers, by promoting strongly the college's core values, have created a harmonious and positive culture of mutual respect and fairness in which students are able to express themselves and debate ideas and values in a supportive environment

Joseph Chamberlain College is proud of its community of staff and students and is committed to creating a positive environment where everybody is treated with dignity, respect and enabled to excel. Every year the college reports key information to support monitoring and to drive continual improvement. We continue to build and maintain our strong links with the local community and remain the provider of choice for the local community, evidenced by the high level of applications to the college and an ever - increasing student roll.

1.2 The college governors, management team, and staff actively work toward achieving equality for all and the College ensures that it discharges its duties under the Equalities Act 2010 by:

- Actively promoting equality, valuing diversity and seeking to eradicate bullying, discrimination, radicalisation and extremism.
- Embedding equality and diversity into all areas of the College curriculum and all aspects of College life.
- Monitoring and addressing any gaps in the satisfaction, retention, achievement and success of any identified group of staff and students.
- Taking positive action to address any under-representation or stereotyping of staff or students.
- Improving access to the College in order to attract non-traditional staff and students and widen participation.
- Developing an inclusive and safe environment where the voice of staff, students, and other stakeholders, (particularly those from groups with protected characteristics), is heard and acted upon.
- Celebrating and valuing the diversity brought to the organisation by individual students and members of staff.

1.3 Equality pledges:

In its commitment to **students**, the College will undertake to:

- Ensure the curriculum offer reflects the needs of potential and existing students, and has equality and diversity embedded within it.
- Promote styles of teaching and learning that support students' individual needs.
- Provide appropriate support to assist all students to achieve their potential and close any achievement gaps.
- Make clear the College's expectations and commitments to equality and diversity in marketing materials, at events, and throughout the student's journey through the College.

In its commitment to **staff** the College will undertake to:

- Ensure all staff policies and procedures promote equality of opportunity and are not discriminatory in their implementation.
- Work towards the achievement of a workforce that is representative of the local community.
- Ensure training, development and progression opportunities are available to all staff.
- Arrange training for staff on relevant equality and diversity issues and include equalities issues in training on employment practices.
- Consult with appropriate staff to identify any potential barriers to recruitment, promotion and retention.

1.4 The college senior management team have created several mechanisms to oversee Equality, Diversity and Inclusion. The Equality Diversity and Inclusion Coordinator and Assistant Principal supported by the Equality & Diversity Committee are responsible for implementing, promoting, and embedding Equality and Diversity across the College, and monitoring and evaluating the impact. The Committee is responsible for ensuring that the College actively promotes equality and diversity, tackles bullying and discrimination, and is narrowing achievement gaps and maintaining positive staffing ratios in terms of the equality objectives ensuring that they are contributing to the development of 'best practice' across the College.

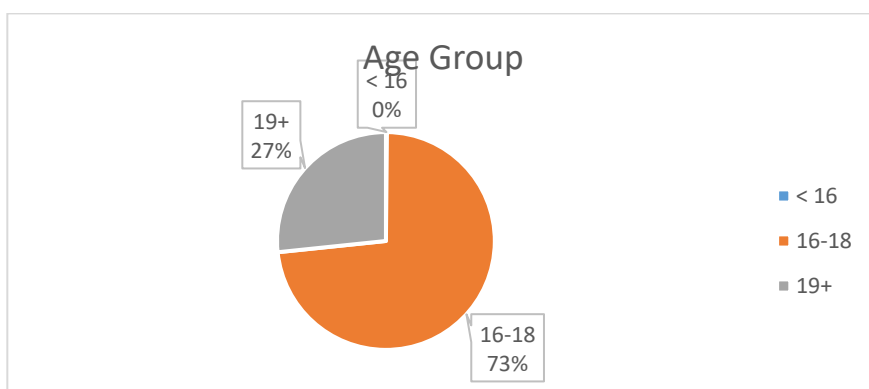
1.5 The committee has cross college representation to ensure continuity in the College approach of giving responsibility of equality and diversity to everyone connected with the organisation. The governing body leads the way in the promotion of equality and diversity and receives training and information on the statutory legislation and training and development within the college as appropriate.

1.6 Membership of the Equality, Diversity and Inclusion Committee 2019-20:

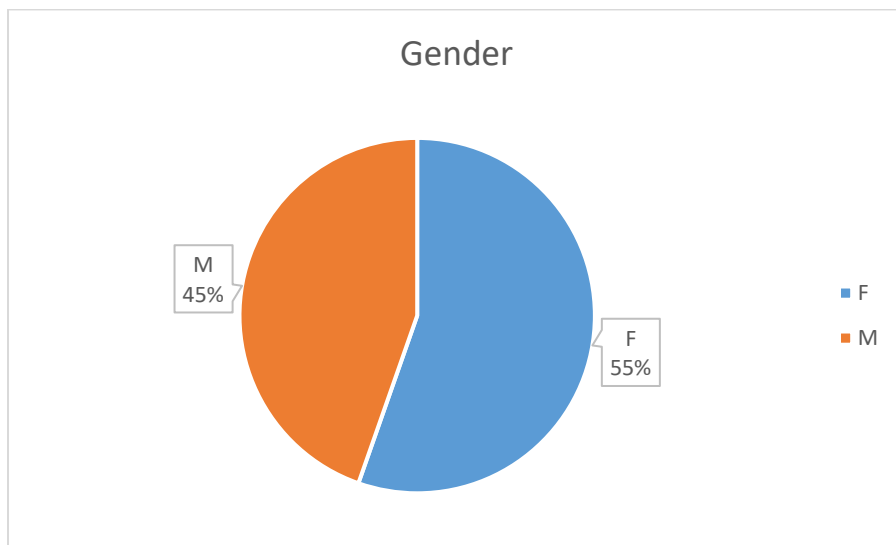
<i>Current Role</i>
Assistant Principal
College EDI Coordinator (Oct-Jan)
Inclusive Learning Coordinator
Teaching Staff (Academic)
Teaching Staff (Vocational)
Teaching Staff (Adult Learning)
Marketing Officer
Learning Centre Manager
Student Representative
Student Representative
HR Advisor

2. Student Equality & Diversity Statistics (2019-20)

- 2.1 During the application and enrolment process information regarding gender, age, disability and ethnicity is collected, stored and analysed. We do not currently collect information regarding gender reassignment; sexual orientation however this is being reviewed.
- 2.2 The data shown below reflects the diversity of our student population and the monitoring that we undertake. This monitoring is carried out throughout each academic year enabling us to track progression of our students and to take positive action in dealing with any inequalities faced by disadvantaged groups.
- 2.3 Joseph Chamberlain College is first and foremost a sixth form college and as such has a majority of 16-18 year old students, however in addition to this, it also has a sizable adult learning provision making up more than a quarter of the student population.

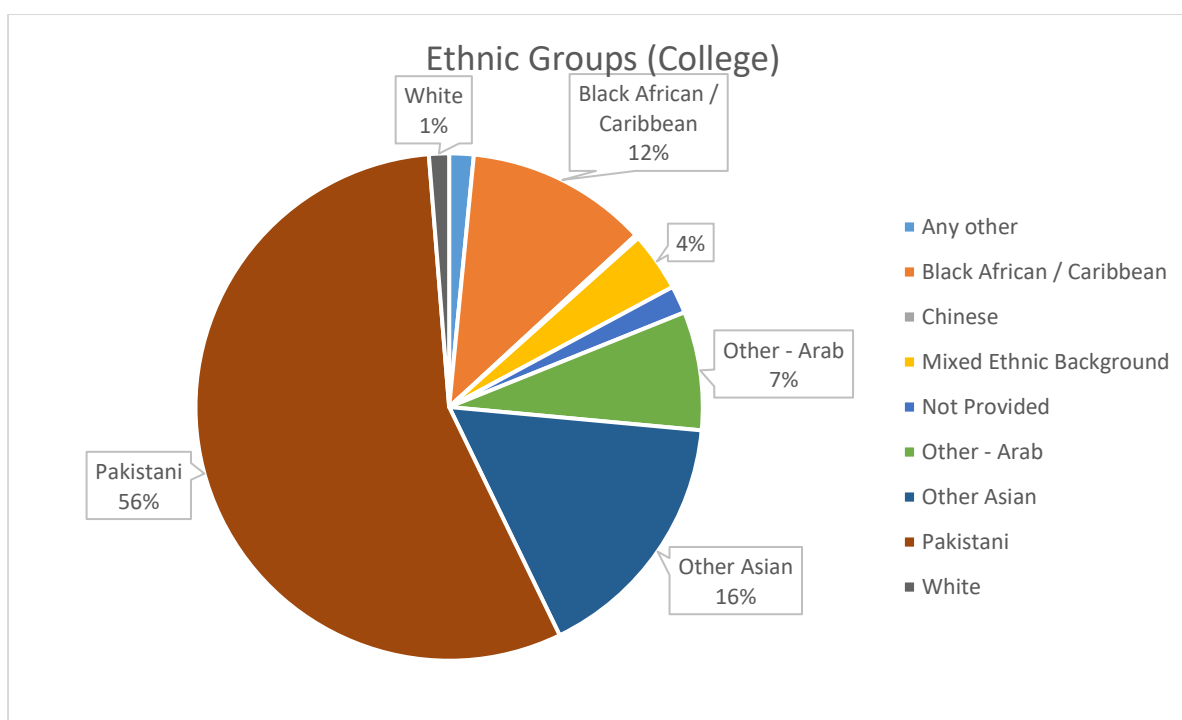


2.4 There are a majority of female students in the college as a whole but this is as a result of a very large concentration of female students in adult learning where more than 90 % are female.

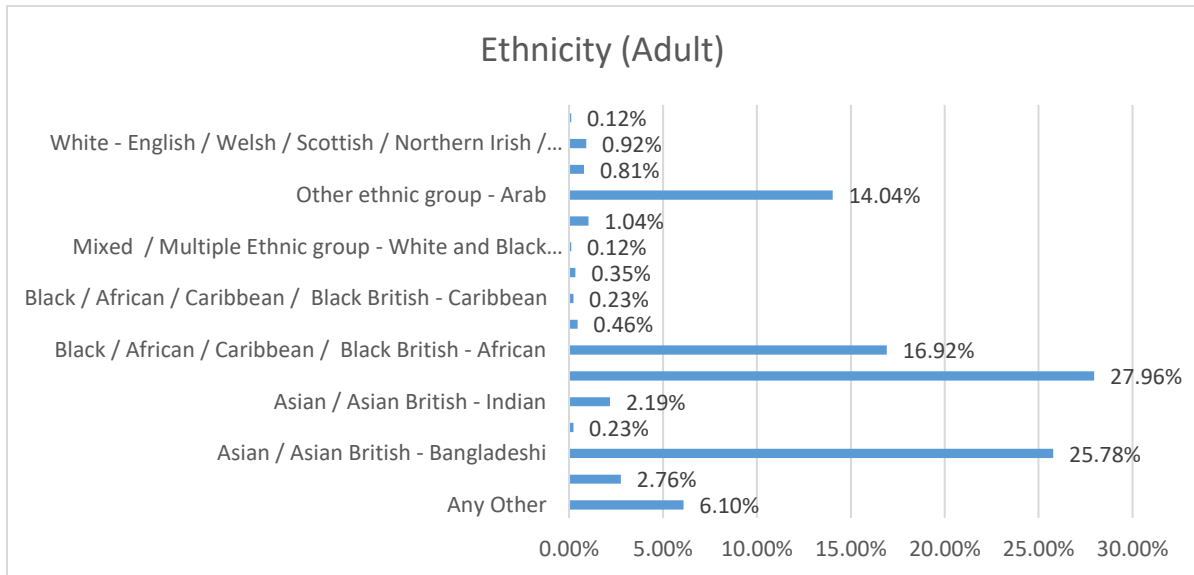


2.5 The vast majority of the students in the main college and in Adult Learning are from a BAME background. For the sixth form students the largest ethnic group is Pakistani followed by a much smaller number of Bangladeshi, African and Arab students. In adult learning the ethnic origin of student's is similar with the majority stating Pakistani as their ethnicity with Bangladeshi being the second largest ethnic group.

Whole College student population:

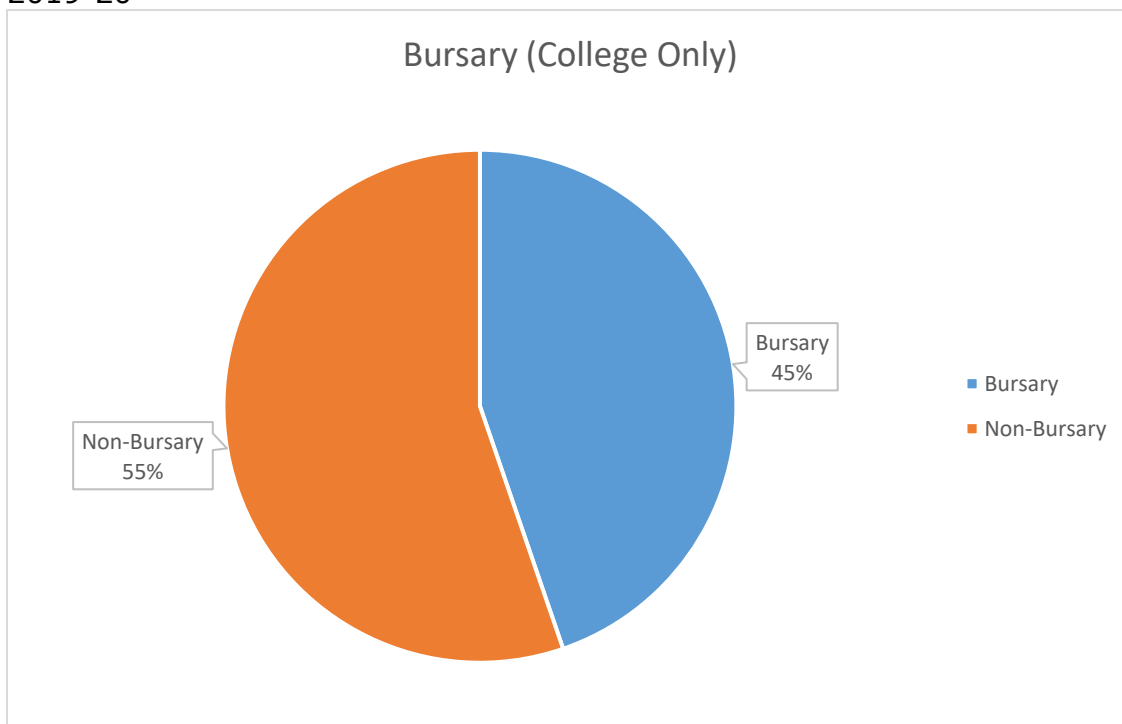


Adult students



2.6 A small proportion of students disclose a Learning Need or Disability; just under half of our sixth form students are entitled to financial support either through a Bursary payment, free meals or both.

2019-20



There is an increase in the number of students who are eligible for and receiving financial support, which in the last academic year was only 30%.

2.5 Student outcomes

2.5.1- General

Based on an analysis of the College's curriculum performance in 2019/20 (using the QAR tables in the appendix) it is evident that achievement levels for all groups remained high and well above both national rates and the rates of the provider group. This is especially true of the 16-18 year old cohort. In terms of all protected characteristics there were no significant achievement gaps identified. Even where gaps had previously been identified, these had narrowed during the previous academic year.

2.5.2 Gender

The difference in achievements between males and female students in 2019-20 (shown in table 1) was small (just over 1%) and mirrored the national picture for the provider group. It is also apparent that this gap has narrowed from the previous year. Drilling down into individual subjects, only one or two demonstrate any gaps in the achievement levels between male and female students. An analysis of the ALPs reports for A Levels shows that male students perform less well in English than female students, this is also echoed in Applied Science at Level 3. This gap is noted and followed up by Heads of Departments and curriculum Directors.

2.5.3 Ethnicity

Nationally there are wide disparities in achievement levels of students from different ethnic groups, however this is not the case at JCC. No significant achievement gaps exist for identifiable groups based on ethnicity (as demonstrated in Table 3) with the exception of the small group of Caribbean students who were marginally below the college average, but above the average for the provider group.

2.5.4 Disability

The small achievement gap between students with and without disabilities which was identified as a 3.5% gap in 2018-19 has narrowed in recent years, reducing to 1.3% in the last academic year. This follows the continued reorganisation of the additional learning support services.

2.5.5 Disadvantage

Students receiving financial support performed equally as well as those not in receipt of such payments. 95.26% of students that received financial support from the bursary in 2019/2020 progressed into education, employment or training. This is 3.24% higher than those that do not receive the bursary and is in line with 2018/2019.

94.81% of students receiving the bursary remain in further or higher education and this is 4.38% higher than those that do not receive financial support. This has increased by 1.28% from 2018/2019.

2.5.6 Young Carers

The college supported 20 young carers at the college in 2019/2020 and it is pleasing to see that 100% of the identified young carers progressed into

employment, education or training. 100% of the students that are classified in the education or training category have progressed into higher education.

2. 6 Student destinations

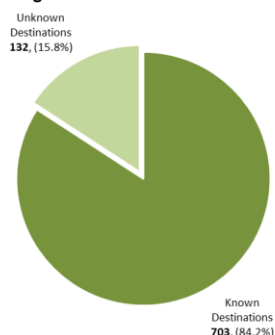
The number of sixth form students who achieve positive destinations is extremely high, with 92% remaining in education and of these 82% progressed into higher education (an increase on the 79% from the previous year). The number of students progressing directly into work has decreased by 0.9% on the previous year.

2.6.2 16-18 Destinations 3-year Trend

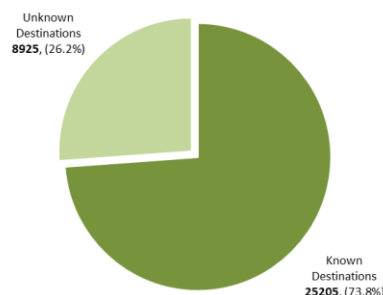
<u>Outcome</u>	<u>2017</u>		<u>2018</u>		<u>2019</u>	
<u>Continuing at JCC</u>	<u>1119</u>	<u>52.51%</u>	<u>1256</u>	<u>55.16%</u>	<u>1372</u>	<u>54.66%</u>
<u>Education or Training</u>	<u>868</u>	<u>40.92%</u>	<u>834</u>	<u>36.63%</u>	<u>947</u>	<u>37.72%</u>
<u>Gap year</u>	<u>30</u>	<u>1.41%</u>	<u>38</u>	<u>1.67%</u>	<u>51</u>	<u>2.03%</u>
<u>In Employment</u>	<u>65</u>	<u>3.06%</u>	<u>45</u>	<u>1.98%</u>	<u>27</u>	<u>1.07%</u>
<u>NEET</u>	<u>12</u>	<u>0.57%</u>	<u>51</u>	<u>2.24%</u>	<u>81</u>	<u>3.22%</u>
<u>Other / Unknown</u>	<u>29</u>	<u>1.37%</u>	<u>48</u>	<u>2.11%</u>	<u>32</u>	<u>1.27%</u>
<u>Voluntary Work</u>	<u>8</u>	<u>0.38%</u>	<u>5</u>	<u>0.22%</u>	<u>0</u>	<u>0.0%</u>
<u>Overall EET of known destinations</u>	<u>2118</u>	<u>98.05%</u>	<u>2140</u>	<u>96%</u>	<u>2346</u>	<u>93.46%</u>
<u>Total Number of students</u>	<u>2131</u>	-	<u>2277</u>	-	<u>2510</u>	-

2.6.3 For adult learners, the number of unknown outcomes is higher (but below the local sector average)

Your College Known & Unknown Destinations

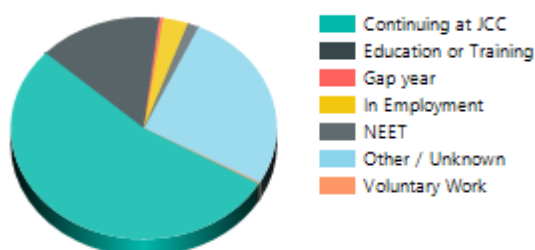


Overall College Known & Unknown Destinations



Of the known outcomes, the positive outcomes rose as did the number who progressed into HE or employment.

Destination overview 2019



Outcome	2017		2018		2019	
Continuing at JCC	429	54.1%	443	51.63%	467	53.49%
Education or Training	46	5.8%	118	13.75%	131	15.01%
Gap year	43	5.42%	5	0.58%	4	0.46%
In Employment	12	1.51%	24	2.8%	27	3.09%
NEET	15	1.89%	50	5.83%	12	1.37%
Voluntary Work	2	0.25%	0	0.0%	2	0.23%

2.6.3 Drilling down into the destinations of the sixth form students we can see that female students are marginally more likely to have positive destinations with 2.54% more entering education, employment or training than male students (see appendix 2 table 8). This gap has increased by 1% compared to 2018/2019, however this is not a significant gap.

2.6.4 Students of all ethnicities show highly positive destinations with only one small gap, Students that declare themselves within the mixed ethnic background have the lowest progression into education employment or training with 89.47% of these students progressing.(table 9).

2.6.5 95.26% of students that received financial support from the bursary in 2019/2020 progressed into education, employment or training. This is 3.24% higher than those that do not receive the bursary and is in line with 2018/2019. 94. 81% of students receiving the bursary remain in further or higher education and this is 4.38% higher than those that do not receive financial support. This has increased by 1.28% from 2018/2019.

2.6.6 The college supported 20 young carers at the college in 2019/2020 and it is pleasing to see (table 12) that 100% of the identified young carers progressed into employment, education or training. 100% of the students that are classified in the education or training category have progressed into higher education.

Staff

3. Staff Equality & Diversity

3.1 Introduction

In terms of the staff profile in college, the data suggests that there is a diverse and representative staff body contributing to a highly inclusive and successful institution. Data is obtained as part of the recruitment and selection process and upon promotion. Data is currently only displayed for age, gender and ethnicity. Plans are in place to introduce an Employee Self Check system to collect additional equality information in terms of gender identity, general orientation and so that staff can amend their personal information to ensure its accuracy.

3.2. Gender

In common with many other educational establishments there is a higher proportion of female staff (59%) in the college workforce.

Gender	Number	Percentage
Male	104	41
Female	148	59
Total	252	100

As chart 2 shows the higher proportion of female staff is well reflected in most work areas in the College with middle management being over 60% female in curriculum and in support areas, a substantial increase on previous years. The proportion of female members of SLT has also increased in recent years and continues to do so having risen to over 40% in 2020.

Workforce Profile	Female	Male	Total	Female Percentage	Male Percentage
Gender				Percentage	Percentage
Teachers	61	46	107	57.0%	43.0%
Teaching Management	19	12	31	61.3%	38.7%
SLT	4	7	11	36.4%	63.6%

Support	57	34	91	62.6%	37.4%
Support Management	7	5	12	58.3%	41.7%
Total	148	104	252		

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of the city. Unlike the student body, the larges

3.3. Ethnicity

3.3.1 The Post 16 sector

It remains true that the ethnic profile of employees in the FE Sector remains predominately White British at 85% of the total workforce. The chart below, taken from the Sixth Form College Association report in November 2020, demonstrates this quite clearly.

Chart 4.3: Teachers – distribution by ethnicity

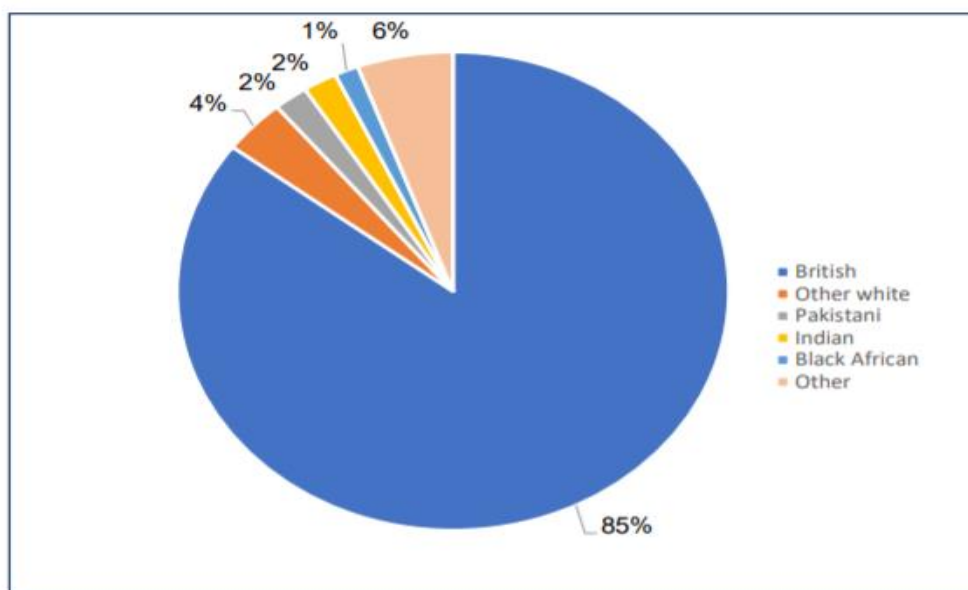


Chart 4.4: Teachers – average salary by ethnicity (all pay structures)

3.3.2- JCC

The comparative data for the College’s work force shows that almost half of the staff are of BAME ethnicity and it is generally quite representative of the city of Birmingham. The population of Birmingham, as reported in the last census (2011) is ethnically diverse with approximately 58% of the population from white backgrounds, 26.6% of Asian origin (13.6% Pakistan) and approximately 9% black. This diversity

Ethnicity	Number	Percentage
11 Asian or British Asian – Bangladeshi	9	3.6%

12 Asian or British Asian – Indian	20	7.9%
13 Asian or British Asian – Pakistani	39	15.5%
14 Asian or British Asian – other Asian	10	4.0%
15 Black or British Black – African	2	0.8%
16 Black or British Black – Caribbean	11	4.4%
17 Black or British Black – other Black	2	0.8%
18 Chinese	6	2.4%
19 Mixed – White and Asian	3	1.2%
20 Mixed – White and Black African	1	0.4%
21 Mixed – White and Black Caribbean	1	0.4%
22 Mixed – White and other Mixed	0	0.0%
23 White – British	123	48.8%
24 White – Irish	4	1.6%
25 White – other White background	8	3.2%
Any other ethnic background	5	2.0%
Don't Know	8	3.2%
Total	252	100

3.4. Age

The majority of staff are teachers and over a quarter are under 30. The small number of older staff are predominantly members of the support team. The age profile of college employees is well spread across all age ranges, and is different to other colleges where employees tend towards the older ranges.

Age	Percentage
20-30	27.8
31-40	25.3
41-50	18.3
51-60	17.8
61-70	10.4
Over 70	0.4
Total	100

4. Gender Pay information

The Office for National Statistics, states that the general Gender pay gap in the UK in 2020 (3 November 2020) for all employees was 15.5%. The full-time pay gap was 7.4%. The part-time pay gap was -2.9% The UK's gender pay gap remains in favour of men, despite the equal pay legislation having been in place for 45 years. In the education sector, despite having a majority of female staff, the pay of female staff remains below that of their male colleagues, as the recent (Jan 2020) DFE report shows:

	2019 Pay Gap	2018 Pay Gap	2017 Pay Gap
Median	5.3%	5.6%	5.9%
Mean	4.1%	4.5%	5.3%

	2019 Bonus Gap	2018 Bonus Gap	2017 Bonus Gap
Median	3.8%	-2.0%	0%
Mean	4.3%	2.2%	0.8%

	2019		2018		2017	
	Female	Male	Female	Male	Female	Male
Lower Quartile	58%	42%	60%	40%	61%	39%
Lower Middle Quartile	52%	48%	58%	42%	61%	39%
Upper Middle Quartile	52%	48%	57%	43%	55%	45%
Upper Quartile	50%	50%	53%	47%	53%	47%

4.2 At Joseph Chamberlain college the gender pay gap is smaller than either the average within the education sector, with no gap in the median pay and a 3.46% gap in favour of men in terms of mean pay. An analysis of the salary quartiles shows that women are not predominantly concentrated in the lower quartiles, reflecting the fact that there is career development available to all staff in the college.

Mean Gender Pay in hourly pay	
Females mean	20.35
Males mean	21.08
Mean gender pay gap	3.46%

Median Gender Pay in hourly pay	
Females median	20.31
Males median	20.31
Median gender pay gap	0

Proportion of genders in each pay quartile		
	Females	Males
Lower quartile within the same quartile	49.15	50.85

Lower quartile compared to all quartiles	12.03	12.45
Lower middle quartile within the same quartile	63.93	36.07
Lower middle quartile compared to all quartiles	16.18	9.13
Upper middle quartile within the same quartile	60	40
Upper middle quartile compared to all quartiles	9.96	14.94
Upper quartile within the same quartile	54.1	45.9
Upper quartile compared to all quartiles	13.69	11.62

4.3 Bonus payments relate to payments made to all support staff at Christmas, and site staff for additional working during the pandemic. There is a 9% difference in favour of men in terms of bonus payments, reflecting the higher concentration of males in the support services team some of whom received small bonuses for working throughout the pandemic lockdown. There are also a larger number of females in the exam invigilation team, most of whom work for only a few hours each exam session and are therefore excluded from the annual support services bonus.

BONUS	
Proportion of females receiving bonus payment	22.62
Proportion of males receiving bonus payment	23.07
Mean gender pay gap in bonus pay	9.2
Median gender pay gap in bonus pay females	320
Median gender pay gap in bonus pay males	320
Median gender pay gap in bonus pay	0

Diversity events

A number of diversity events had been scheduled for the year, but the Covid pandemic and school closure meant that everything planned for the later part of the spring and summer terms had to be cancelled including the Easter egg hunt using chocolate eggs donated by the Cadbury chocolate company. The plan had been to combine a treasure hunt with learning about Christianity.

Prior to this. A number of key events were recognised with activity in college including:

- Black History Month
- Christmas around the work
- Diwali
- Holocaust Memorial Day
- Anti bullying/ kindness week
- Disabilities during Health Awareness Week

The cross-college events were coordinated by various member of the teaching staff, the marketing and events team, Library coordinator, EDI Coordinator, and a member of the Academic Learning Coaches team.

5. Key Actions 2019-20

Every year the College reviews and sets targets within the College's EDI action plan to improve the equality of opportunity for our College community. The review for 2019/20 shows that there has been some progress in the completion and achievement of the key action, but the closure following the pandemic restricted progress in some areas.

Specific Actions up to July 2020

Objective	Action	Deadline	Responsible for Action/ Quality	Progress and Review Date
To monitor the characteristics of students in terms of recruitment, achievement and early leavers	report to be produced for SLT with breakdown of these students by ethnicity, LLDD and gender	Twice a year by July 2020	MIS Manager EDI committee	SLT completed-
To ensure all students are aware of EDI actions in college	E&D Coordinator to meet and hold training session with student council reps	October 2019 and April 2020	EDI Co-ordinator	Partially completed, training planned for the spring term was not completed.
Continue to ensure achievement gaps are closed for all students in all courses.	All relevant equality actions to be included in Course SARs and SIPs in line with course specific achievement gaps Lesson observation summaries of E&D comments to be considered at March E&D Committee meeting		AP Directors	SLT in Jan 2020. Completed no gaps noted March meeting not held, incomplete observation data available.

To ensure that course Publicity Materials support recruitment of minority groups	Prospectus to be reviewed by the Equality team before the final publication	June 2020	AP (Marketing) Equality Coordinator	Partially completed prior to lockdown
To ensure staff and students are fully conversant with Equality and Diversity related issues	To provide induction training, information in college and in college publications, produce annual calendar of cross college celebrations of the many cultures contained in the College.	March 2020	E&D Coordinator Coordinators of Student Interfaith and Intercultural groups Learning centre manager	Work started but not completed. Due at Full board and SLT in April 2020, but delayed
	To provide training for all staff and provide information to students via the website and in tutorials.	February 2020	E&D Coordinator or VPs	Full board and SLT and Equality Committee in April 2020 ongoing

6. Next Steps

These cross-college objectives, have been set to drive forward Equality Diversity and Inclusion in college. These are the key areas for development in 2020-21 and onwards:

- Continue to develop an understanding of equality and diversity and ensure that it is seen as important and relevant by all staff and students in college.
- Fully embed an understanding of equality and diversity in the academic work of the college.
- Monitor individual subjects to see if any achievement gaps appear, so that appropriate action can be taken.
- Devise systems to gather additional equality data
- Ensure that both staff and learner inductions promote understanding of College policies on equality and that everyone understands their responsibilities for implementing such policies.
- Provide training for staff so that they can support the development of a greater understanding of equality issues in all students.
- To continue to support the personal development of learners in tutorials so that they can respect others and contribute to wider

- society and life in Britain.
- Promote an appreciation of different cultures and develop students understanding of life in modern Britain and the role of different groups in it.

Appendix 1- Achievement Data

Table 1 Achievement by Age

Overall				
Provider Full Year			Prov Grp	National
2017/18	2018/19	2019/20	2018/19	2018/19

16-18	Leavers	5,270	5,473	5,454	223,140	1,506,600
	Achievement %	89.0 %	88.3 %	92.2 %	84.8 %	82.6 %
19 +	Leavers	3,677	3,440	3,056	14,660	1,621,290
	Achievement %	93.0 %	92.6 %	90.9 %	88.1 %	89.1 %
Total	Leavers	8,947	8,913	8,510		
	Achievement %	90.6 %	90.0 %	91.7 %		

Table 2 Achievement by Gender

Overall				
Provider Full Year			Prov Grp	National
2017/18	2018/19	2019/20	2018/19	2018/19

Female	Leavers	6,192	6,334	5,894	134,120	1,654,680
	Achievement %	91.9 %	90.9 %	92.5 %	85.5 %	86.3 %
Male	Leavers	2,755	2,579	2,616	103,690	1,473,210
	Achievement %	87.8 %	87.7 %	90.1 %	84.4 %	85.6 %
Total	Leavers	8,947	8,913	8,510		
	Achievement %	90.6 %	90.0 %	91.7 %		

Table 3- Achievement by Ethnic group

Overall				
Provider Full Year			Prov Grp	National
2017/18	2018/19	2019/20	2018/19	2018/19

Asian	Leavers	5,423	5,873	5,620	-	-
	Achievement %	91.2 %	90.0 %	92.0 %	-	-
Black	Leavers	1,205	1,246	1,226	-	-
	Achievement %	88.9 %	89.4 %	91.2 %	-	-
Mixed	Leavers	193	185	218	-	-
	Achievement %	76.2 %	80.5 %	92.2 %	-	-
Not App/Known	Leavers	389	134	128	-	-
	Achievement %	90.2 %	86.6 %	88.3 %	-	-
Other	Leavers	1,325	1,398	1,202	-	-
	Achievement %	92.8 %	91.9 %	91.0 %	-	-
White	Leavers	412	77	116	-	-
	Achievement %	88.8 %	92.2 %	94.8 %	-	-
Total	Leavers	8,947	8,913	8,510		
	Achievement %	90.6 %	90.0 %	91.7 %		

Table 4 Achievement by ethnicity

		Overall				
		Provider Full Year			Prov Grp	National
		2017/18	2018/19	2019/20	2018/19	2018/19
African	Leavers	920	1,004	955	15,630	196,500
	Achievement %	89.7 %	90.1 %	90.9 %	86.5 %	86.0 %
Arab	Leavers	898	1,007	888	2,910	52,940
	Achievement %	92.1 %	91.8 %	90.9 %	86.8 %	87.9 %
Bangladeshi	Leavers	1,367	1,587	1,524	7,330	74,160
	Achievement %	92.7 %	91.1 %	92.1 %	86.9 %	88.3 %
Caribbean	Leavers	91	42	62	4,710	61,990
	Achievement %	86.8 %	81.0 %	87.1 %	82.7 %	84.1 %
Chinese	Leavers	108	52	25	1,510	13,560
	Achievement %	94.4 %	92.3 %	96.0 %	90.1 %	89.7 %
Gypsy/Irish Traveller	Leavers	0	0	1	70	3,630
	Achievement %			100.0 %	63.6 %	75.5 %
Indian	Leavers	189	134	152	10,000	72,660
	Achievement %	94.2 %	96.3 %	94.1 %	88.5 %	88.7 %
Irish	Leavers	6	3	6	830	10,410
	Achievement %	83.3 %	100.0 %	100.0 %	83.1 %	86.1 %
Not Provided	Leavers	389	134	128	2,430	51,760
	Achievement %	90.2 %	86.6 %	88.3 %	80.7 %	83.7 %
Other	Leavers	427	391	314	3,350	83,660
	Achievement %	94.4 %	92.3 %	91.4 %	84.9 %	86.7 %
Other Asian	Leavers	172	205	180	5,410	88,020
	Achievement %	90.7 %	87.3 %	88.9 %	86.7 %	87.0 %
Other Black	Leavers	194	200	209	3,180	36,490
	Achievement %	86.1 %	87.5 %	93.8 %	84.7 %	85.0 %
Other Mixed	Leavers	87	87	118	3,500	36,870
	Achievement %	80.5 %	67.8 %	90.7 %	80.6 %	83.7 %
Other White	Leavers	88	30	54	12,440	255,950
	Achievement %	92.0 %	90.0 %	100.0 %	84.1 %	87.5 %
Pakistani	Leavers	3,587	3,895	3,739	15,750	144,640
	Achievement %	90.4 %	89.4 %	92.0 %	88.0 %	86.5 %
White British	Leavers	318	44	55	140,170	1,853,400
	Achievement %	88.1 %	93.2 %	89.1 %	84.7 %	85.8 %
White/Asian	Leavers	44	62	57	3,300	26,580
	Achievement %	70.5 %	90.3 %	89.5 %	83.3 %	84.2 %
White/Black African	Leavers	22	16	18	2,030	21,290
	Achievement %	77.3 %	100.0 %	100.0 %	82.4 %	83.6 %
White/Black Caribbean	Leavers	40	20	25	3,270	43,390
	Achievement %	72.5 %	90.0 %	100.0 %	77.1 %	81.2 %
Total	Leavers	8,947	8,913	8,510		
	Achievement %	90.6 %	90.0 %	91.7 %		

Table 5- Achievement by disability/ difficulty/ health problem

		Overall				
		Provider Full Year			Prov Grp	National
		2017/18	2018/19	2019/20	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	620	824	816	49,690	771,990
	Achievement %	84.7 %	86.8 %	90.6 %	83.4 %	84.1 %
No difficulty/disability/health problem	Leavers	8,327	8,089	7,667	171,210	2,267,690
	Achievement %	91.1 %	90.3 %	91.9 %	85.4 %	86.7 %
No information provided by the learner	Leavers	0	0	27	16,900	88,210
	Achievement %			81.5 %	85.6 %	84.5 %
Total	Leavers	8,947	8,913	8,510		
	Achievement %	90.6 %	90.0 %	91.7 %		

Table 6 By learning difficulty

		Provider Full Year		
		2017/18	2018/19	2019/20
Autism	Leavers	31	19	26
	Achievement %	90.3 %	78.9 %	88.5 %
Dyslexia	Leavers	51	54	37
	Achievement %	76.5 %	83.3 %	83.8 %
Moderate	Leavers	12	25	15
	Achievement %	66.7 %	92.0 %	86.7 %
Multiple	Leavers	0	2	2
	Achievement %		100.0 %	100.0 %
n/a	Leavers	4	6	10
	Achievement %	100.0 %	100.0 %	90.0 %
None	Leavers	8,822	8,770	8,362
	Achievement %	90.7 %	90.0 %	91.8 %
Not Known/Not Provided	Leavers	0	0	27
	Achievement %			81.5 %
Other	Leavers	24	32	24
	Achievement %	95.8 %	84.4 %	95.8 %
Other Spec	Leavers	3	5	7
	Achievement %	100.0 %	100.0 %	85.7 %
Total	Leavers	8,947	8,913	8,510
	Achievement %	90.6 %	90.0 %	91.7 %

Table 7

Overall				
Provider Full Year			Prov Grp	National
2017/18	2018/19	2019/20	2018/19	2018/19

Asperger's	Leavers	4	4	1	-	-
	Achievement %	100.0 %	75.0 %	100.0 %	-	-
Hearing	Leavers	24	41	20	-	-
	Achievement %	91.7 %	87.8 %	80.0 %	-	-
Medical	Leavers	374	512	572	-	-
	Achievement %	85.0 %	86.5 %	92.0 %	-	-
Mental health	Leavers	78	87	63	-	-
	Achievement %	80.8 %	83.9 %	90.5 %	-	-
Mobility	Leavers	3	12	13	-	-
	Achievement %	33.3 %	100.0 %	100.0 %	-	-
n/a	Leavers	4	6	10	-	-
	Achievement %	100.0 %	100.0 %	90.0 %	-	-
No disability	Leavers	8,420	8,201	7,749	-	-
	Achievement %	91.0 %	90.2 %	91.9 %	-	-
Not known/not provided	Leavers	0	0	27	-	-
	Achievement %			81.5 %	-	-
Other	Leavers	9	24	32	-	-
	Achievement %	100.0 %	95.8 %	81.3 %	-	-
Physical	Leavers	18	6	4	-	-
	Achievement %	77.8 %	83.3 %	100.0 %	-	-
Temporary	Leavers	3	4	2	-	-
	Achievement %	100.0 %	75.0 %	100.0 %	-	-
Visual	Leavers	10	16	17	-	-
	Achievement %	100.0 %	93.8 %	64.7 %	-	-
Total	Leavers	8,947	8,913	8,510		
	Achievement %	90.6 %	90.0 %	91.7 %		



**APPENDIX 2-
16-18 Destination data**

Table 8 Destinations by Gender

	2017		2018		2019			
	Male	Female	Male	Female		Male		female
Continuing at JCC	50.93%	54.31%	54.81%	55.44%	618	54.44%	754	54.83%
Education or Training (other organisations)	41.56%	39.48%	36.05%	37.09%	407	35.85%	540	39.27%
Gap year	1.35%	1.46%	1.57%	1.74%	21	1.85%	30	2.18%
In Employment	3.43%	2.75%	2.45%	1.58%	20	1.76%	7	0.50%
NEET	0.62%	0.51%	2.45%	2.06%	48	4.22%	33	2.40%
Other / Unknown	1.87%	0.94%	2.65%	1.66%	21	1.85%	11	0.80%
Voluntary Work	0.20%	0.51%	0%	0.39%	0	0%	0	0%
Overall EET of known Destinations	96.18%	97.06%	93.51%	94.51%	1045	92.07%	1301	94.61%

Table 9 By ethnicity

	Black Africa/ Caribbean		Chinese		Mixed		Other		Other- Arab		Other - Asian		Pakistani		White		Not Provided	
Continuing at JCC	161	55.70%	4	66.66%	52	54.73%	20	51.28%	114	60.31%	214	52.06%	754	53.70%	21	65.62%	32	71.11%
Education or Training (other organisations)	108	37.37%	2	33.33%	33	34.73%	19	48.71%	62	32.80%	160	38.92%	546	38.88%	8	25%	9	20%
Gap year	9	3.11%	0	0%	3	3.15%	0	0%	1	0.52%	9	2.18%	27	1.92%	2	6.25	0	0%
In Employment	3	1.03%	0	0%	0	0%	0	0%	1	0.52%	8	1.94%	14	0.99%	1	3.12%	0	0%
NEET	4	1.38%	0	0%	5	5.26%	0	0%	7	3.70%	11	2.67%	52	3.70%	0	0%	2	4.44%
Other / Unknown	4	1.38%	0	0%	2	2.10%	0	0%	4	2.11%	9	2.18%	11	0.78%	0	0%	2	4.44%
Voluntary Work	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Overall EET of known Destinations	272	94.11%	6	100%	85	89.47%	39	100%	177	93.65	382	92.94%	1314	93.58%	29	90.62%	41	91.11%
Total Number of Students	289		6		95		39		189		411		1404		32		45	

Table 10 Destinations by Learning Difficulty & Disability

	2017				2018				2019			
	LLDD		NON LLDD		LLDD		NON LLDD		LLDD		NON LLDD	
Continuing at JCC	127	59.34%	992	51.74%	179	58.11%	1077	54.69%	182	51.12%	1190	55.24%
Education or Training (other organisations)	75	35.04%	793	41.36%	102	33.11%	732	37.17%	137	38.48%	810	37.60%
Gap year	3	1.40%	27	1.40%	4	1.29%	34	1.72%	9	2.52%	42	1.94%
In Employment	3	1.40%	62	3.23%	4	1.29%	41	2.08%	6	1.68%	21	0.97%
NEET	1	0.46%	11	0.57%	12	3.89%	39	1.98%	15	4.21%	66	3.06%
Other / Unknown	5	2.33%	24	1.25%	7	2.27%	41	2.08%	7	1.96%	25	1.16%

Table 11- destination by financial support

	2017				2018				2019			
	Bursary		Non Bursary		Bursary		Non Bursary		Bursary		Non Bursary	
Continuing at JCC	547	50.74%	572	54.32%	474	54.54%	782	55.53%	641	57.28%	731	52.55%
Education or Training (other organisations)	484	44.89%	384	36.46%	339	39.01%	495	35.15%	420	37.53%	527	37.88%
Gap year	12	1.11%	18	1.70%	16	1.84%	22	1.56%	15	1.34%	36	2.58%
In Employment	20	1.85%	45	4.27%	16	1.84%	29	2.05%	5	0.44%	22	1.58%
NEET	6	0.55%	6	0.56%	15	1.72%	36	2.55%	29	2.59%	52	3.73%
Other / Unknown	8	0.74%	21	1.99%	7	0.80%	41	2.91%	9	0.80%	23	1.65%
Voluntary Work	1	0.09%	7	0.66%	2	0.23%	3	0.21%	0	0%	0	0%
Overall EET of known Destinations	1052	97.58%	1008	95.72%	831	95.62%	1309	92.96%	1066	95.26%	1280	92.02%
Total Number of Students	1078		1053		869		1408		1119		1391	

Table 12
Destinations of Young Carers

	Young Carers		Non Carers	
Continuing at JCC	8	40%	1364	54.77%
Education or Training (other organisations)	12	60%	935	37.55%
Gap year	0	0%	51	2.04%
In Employment	0	0%	27	1.08%
NEET	0	0%	81	3.25%
Other / Unknown	0	0%	32	1.28%
Voluntary Work	0	0%	0	0%
Overall EET of known Destinations	20	100%	2326	93.41%
Total Number of Students	20		2490	