

			<p>campaign that highlighted the dangers of sun exposure, Nutrition and hydration displays in the café areas to illustrate the sugar content of food and drink and emphasise the importance of a healthy balanced diet.</p> <p>Introduction of the college dog with the aim of enabling students to relax and lower anxiety levels.</p> <p>National events including: Black History Month; Anti-Bullying Week and religious celebrations – including Christian festivals that fall within term time.</p>	
<p>Ethnicity Profile Specific (Sixth Form Students) Ethnic Group: Three Largest Cohorts</p>	<ul style="list-style-type: none"> • Continue to ensure that all student imagery in publications, displays, the College website and internal wall displays is reflective and celebrates the diversity of the College’s student community. <ul style="list-style-type: none"> ➤ Create an ‘alumni wall’ that showcases successful students. 	AP	<p>The college website is a good reference point, demonstrating and celebrating the diverse college community. The 2019 prospectus and guide to applying which can be found via the following link: https://www.worthing.ac.uk/applications2019</p> <p>https://www.worthing.ac.uk/alumni You will also see on this page an example of the university destinations that students from each of our partner schools progress onto.</p>	
<p>Gender Profile Specific</p>	<ul style="list-style-type: none"> ➤ Continue to use male and female ambassadors at high school events ➤ Continue to monitor gender profiles at qualification level and report on RAS 	AP SJF	<p>(AP)In total we have 42 college ambassadors and the gender split is 70% female vs 30% male.</p> <p>(SJF)We need to integrate a more focused reporting regime on different cohorts – the</p>	

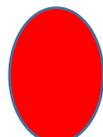
	<p>(Retention, Achievement & Success) during the quality review cycles</p> <ul style="list-style-type: none"> ➤ Use STEM Academy launch to promote positive gender role models ➤ Continue to promote positive gender images that challenge gender stereotypes eg. male nurses and female soldiers, scientists and entrepreneurs with a particular focus on Level 2 vocational provision ➤ Develop STEM Strategy that will work to deliver a clear strategic approach to meeting current and future employer demands and STEM curriculum targets 	<p>JT</p>	<p>Chichester approach looks a good one to adopt. SJF</p> <p>(JT) Marketing collateral and imagery is continually evolving throughout the college to ensure it represents the college community and positively promotes minority groups across all professions. Powerpoints, visual imagery gender neutral language is promoted and demonstrated</p> <p>The STEM Strategy was completed and approved by SMT meeting In the summer 2018. The college ran and supported many of the outreach events and we were successful in local and regional Big Bang events. The following events were examples of outreach work that took place in 2017-2018 Big Bang organised and successfully run. The Greenpower car purchased through external sponsorship - two major sponsors achieved through individual contacts - £1,500 from Chichester University, £2, 300 from Siemens, STEM ambassador in place each week, contingencies put in place to cover technician who is leaving</p> <p>CAD course run and recruited to using STEM ambassador</p>	
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		<p>EES team went to Big Bang finals in Birmingham after achieving £600 sponsorship that I had sought</p> <p>Several outreach events arranged - such as workshops at Worthing High and St Andrews</p> <p>STEM strategy written and presented to SMT for onward processing</p> <p>Revision conferences arranged for Physics, Chemistry and Biology with external uptake</p> <p>Crest Award uptake excellent through facilitating opportunities</p> <p>STEMfest 3 day festival planned in conjunction with Chichester University</p> <p>A joint bid with GBMet, for a Maths Centre of Excellence, submitted, in May/June 2018, and recently we have been notified that this has been successful. Significant funds have been attributed to this moving forward and LW will now lead the programme for Worthing College in 2018-2019.</p> <p>Over the summer term a STEM Director was appointed and a new team was created from existing and incoming teachers. Recruitment was a resounding success, especially for the</p>	
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			<p>science team and the calibre of appointees is outstanding. The STEM Director will focus on developing a robust outreach programme and this will feature in the STEM team plan and throughout the teams 'building relationships' target in 2017-2018 and will be working with GBMet on building a STEM centre of Excellence.</p>	
<p>Ethnic Group success rate</p>	<ul style="list-style-type: none"> ➤ More frequently use the Alps connect database to identify the Asian/Asian British Bangladeshi students who are underperforming ➤ Develop team strategies that will support cohorts of students who are underperforming ➤ Report more frequently on the progress made with the targeted cohort 	<p>SJF</p>	<p>(SJF) ALPS reports for ethnicity not systematically used at each individual reporting phase as numbers at qualification level are so low it becomes difficult to make meaningful analysis. Perhaps we should consider looking at this data at whole college level at each phase. This is a risk area, although latest ALPS reports data reveals differences at college level – see tables above – this does not appear at qualification level. More work needs to be done to understand how we best approach this problem SJF</p> <p>There is very little team level activity to support progress for specific ethnic groups as the data do not reveal differences at qualification level</p>	

			For English there was a particular focus on sports and business students. The CTM for English reviewed attendance weekly and contacted sports and business teachers regularly. Attendance was 80% for male students and 77% for female students. This compared with 77% for males and 93% for females in 2016/17. This initiative helped closed the gap between male and female attendance rates and allowed the overall success rate to rise.	
Success Rates for Students with a Declared Disability and/or Learning Difficulty compared to whole college at Level 1, 2 and 3:	<ul style="list-style-type: none"> ➤ Continue to offer the appropriate support for the students with declared disabilities ➤ Continue to improve the reporting of outcomes for supported versus non-supported students to produce easily accessible summary data. 	RF	<p>RF: Students with an identified special educational need or disability are retained in line with other students. On their main programmes their pass rate and achievement of Reach target grades is approximately 4% higher than college averages. Students who received high levels of support passed 100% of their courses and 79% achieved their Reach grade.</p> <p>A new method for reporting outcomes for supported versus non-supported students has been adopted cross-college.</p>	
Success Rates of Students in receipt of bursary compared to whole college at Levels 1, 2 and 3	<ul style="list-style-type: none"> ➤ Performance of students in receipt of a bursary monitored at every level 	CG	(CG) Students at Level3 need to be monitored and reviewed more frequently to ensure 'at risk' students are identified and supported more easily. More work needs to be done	

	<ul style="list-style-type: none"> ➤ Where applicable, targeted support should be identified and in place 	JT	<p>with LT and BP to 'flag' bursary L3 students on student track – perhaps on the dash board marked 'Know Your Students'</p> <p>(JT) – Success rates for students in receipt of a bursary at Level 3 fell slightly and are still below whole college rates. More work needs to be done to ensure all teachers are aware of students who are in receipt of a bursary in their class and I will work with RF to develop a mechanism to 'flag' this cohort</p>	
<p>Gap Analysis: Gender of UCAS Applicants by % and Gender of Accepted UCAS Applicants by %</p>	<ul style="list-style-type: none"> ➤ Continue to monitor achievement of male students in application rates for UCAS applications ➤ Continue to increase student awareness of this national trend through the Careers Inspiration Day ➤ Continue to encourage males to reflect more on their attitudes to university and the benefits of higher education ➤ Continue to ensure that year 13 re-enrollers and UCAS Advisers are aware of this trend and consider it as part of re-enrolment discussions and support for male students in UCAS sessions. 	RF	<p>(RF)The gap between male and female applications closed considerably compared to the previous year (51.7% female in 2017 compared to 56% female in previous year) but there were still more females applying than males, in line with national trends. For the second year their applications were also more likely to result in them being finally placed. Careers Inspiration Day tutorial and first UCAS session included a message raising student awareness of this national trend.</p>	

<p>Value Added by Gender as measured by Alps</p>	<ul style="list-style-type: none"> • More frequently use the Alps connect database to identify students who are underperforming • Utilise targeted subject intervention to support under performance • Develop team strategies that will support cohorts of students who are underperforming • Report more frequently on the progress made with the targeted cohort 	<p>SJF</p> <p>JT</p> <p>SJF</p>	<p>(SJF) The widening performance gap between males and females in applied general qualifications is perhaps a function of the exam regime. Again, individual qualification performance rarely reveals clear patterns</p> <p>(JT) significant support has been on offer across the college but more work needs to be done to ensure staff and subjects can effectively measure and report on the impact subject support has had on outcomes. In 2018-2019 we have required all subjects to have all support timetabled and staff and managers will be expected to report on the impact of support on outcomes</p> <p>(SJF) We need to integrate a more focused reporting regime on different cohorts – the Chichester approach looks a good one to adopt. SJF</p>	
<p>Value Added by Ethnic Groups</p>	<ul style="list-style-type: none"> • More frequent use of the Alps connect database to identify students who are underperforming, particularly focusing on Asian/Asian British Bangladeshi and Asian/Asian British Other students <ul style="list-style-type: none"> • Report more frequently on the progress made with the targeted cohort 	<p>SJF</p> <p>JT</p>	<p>(SJF) This analysis is more effective at college level rather than at individual qualification level. This is something we will need to make a priority for SQR2 SJF</p> <p>(JT) see previous update</p>	

	<ul style="list-style-type: none"> • Utilise targeted subject intervention to support under performance, where applicable • Develop team strategies that will support cohorts of students who are underperforming • 			
Develop an LGBTU strategy	<ul style="list-style-type: none"> • Create a working group that will discuss developing a strategy for the Transgender, Intersex and Gender Non-Conforming People • Develop a platform for our LGBTU community to meet • Create identifiable 'gender neutral' toilets 	PJR/RF	<p>This was discussed as part of the Every Student Matters Group but never developed to a fully defined strategy but rather elements were developed such as the renaming of the Rainbow Group to be the Gender Sexuality Association (GSA) Group which meets weekly in college.</p> <p>Gender Neutral toilets have been identified. However, we need to continue to work towards the definition of a fuller strategic response to Transgender, Intersex and Gender Non-Conforming People in the coming year.</p>	