



# The Windsor Forest Colleges Group

## Equality Information for 2019-20



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## Foreword

The Windsor Forest Colleges Group welcomes the opportunities provided by the 2010 Equality Act. This report shows how we are meeting the General Public Equality Duty to give due regard to:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations

The specific duties of the Equality Act 2010 also require us to publish equality objectives at least every four years. These can be found within our Equality and Diversity Objectives and published on the College website and the College Equality and Diversity Action Plan on the Staff Intranet.

The data in this paper relates to the 2019-20 academic year unless otherwise stated. We will also continue to benchmark our data against national benchmarks where possible.

Key actions and recommendations in relation to equality and diversity for The Windsor Forest Colleges Group in 2020-21 are set out on Page 77.

*Kate Webb*  
Group Principal and CEO

# Section 1: Staff Information

## Information related to protected characteristics

The 2020 data sets are based on all Staff Information Records for those employed at the College Group as at 31<sup>st</sup> August 2020. The data provided in this report is combined reporting across all 3 campuses and is categorised by Age, Ethnicity, Disability, Gender, Religious Belief and Sexual Orientation.

The tables below show data as at 31<sup>st</sup> August 2020 (total numbers and as percentage of the Total) compared against previous data as at 1<sup>st</sup> November 2019, (total numbers and as percentage of the Total), together with the difference between the two sets of data. Additional tables contain the latest available Census data (2011) for Slough, Windsor and Maidenhead and Runnymede to show information about the local community, for comparative purposes.

Reference is made in this reporting to the AoC Workforce Survey 2017-18 and the Further Education for Workforce Data for England SIR (Staff Individualised Record) 2018-19, these are the most recent survey data sets currently available.

### Age

The College age distribution shows that the majority of College staff fall within the 45–59 age bracket and this has increased on last year by 1%. The average age of an employee at The Windsor Forest Colleges Group is 49, a reduction from last year where it was 50. The FE Workforce data for England SIR (Staff Individualised Record) in 2017/18 reported 47 years as the average age and the mode age band as 50-54 within colleges.

The percentage of staff under 24 remained the same as last year. According to the AoC 2017-18 workforce survey, the average college in England employed 9 apprentices. We employed 3 apprentices as at 31<sup>st</sup> August 2020.

**Figure I: Percentage Breakdown of Staff by Age**

Age	Total Staff 31.08.20	% 31.08.20	Total Staff 01.11.19	% 01.11.19	Difference
16 to 19	5	1%	5	1%	0
20 to 24	18	4%	19	4%	0
25 to 29	27	5%	25	5%	0
30 to 44	142	26%	144	27%	-1
45 to 59	236	44%	232	43%	+1
60 to 64	50	9%	69	13%	-4
65 to 74	49	9%	39	7%	+2
75 over	7	2%	9	2%	0
<b>Total</b>	<b>534</b>	<b>100%</b>	<b>542</b>	<b>100%</b>	

Age	Slough Census	Windsor & Maidenhead Census	Runnymede Census
16 to 19	6.50%	5.80%	6.93%
20 to 24	9.10%	6.30%	10.45%
25 to 29	12.70%	7.90%	6.77%
30 to 44	34.20%	28.40%	25.14%
45 to 59	21.90%	25.60%	23.57%
60 to 64	4.90%	7.70%	6.93%
65 to 74	6.30%	11.10%	9.91%
75 over	4.30%	7.30%	10.29%

## Ethnicity

There are slight variations to the distribution of staff across different categories of ethnicity in comparison to the previous year, with a small decrease in the percentage of white staff (all backgrounds), now at 63.23%. The FE workforce data for England SIR (Staff Individualised Record) in 2018-19 showed that as in 2018-19 the overall FE workforce was over 80% White British.

Staff from Black and Asian minority ethnic (BAME) backgrounds are represented throughout the College staff at all levels, except for the Senior Leadership Team.

There has been a reduction in the number of staff whose ethnicity is unknown however there has been an increase in those who would prefer not to disclose their ethnicity. The new HR system will imminently be moving to self-service and we anticipate that, in conjunction with a promotional campaign to raise awareness, staff will be more likely to disclose their protected characteristics via an automated system.

**Figure II: Percentage Breakdown of Staff by Ethnicity**

<b>Ethnicity</b>	<b>Total Staff 31.08.20</b>	<b>% 31.08.20</b>	<b>Total Staff 01.11.19</b>	<b>% 01.11.19</b>	<b>Difference</b>
Asian or Asian British - Bangladeshi	2	0.36%	1	0.19%	+0.17
Asian or Asian British - Pakistani	25	4.60%	28	5.23%	-0.63
Asian or Asian British – Indian	51	9.38%	52	9.72%	-0.34
Asian or Asian British - any other	6	1.10%	7	1.31%	-0.21
Black/ African/ Caribbean/ Black British – African	9	1.65%	9	1.68%	-0.03
Black/ African/ Caribbean/ Black British – Caribbean	12	2.21%	11	2.06%	+0.15
Black/ African/ Caribbean/ Black British - Any Other	1	0.18%	1	0.19%	-0.01
Asian/ Asian British – Chinese	3	0.55%	2	0.37%	+0.18
Mixed/ Multiple Ethnic Groups - White and Asian	7	1.29%	4	0.75%	+0.54
Mixed/ Multiple Ethnic Groups - White & Black Caribbean	1	0.18%	0	0.00%	+0.18
Mixed/ Multiple Ethnic Groups - White & Black African	1	0.18%	1	0.19%	-0.19
Mixed/ Multiple Ethnic Groups - Any other	5	0.92%	5	0.93%	-0.01
Not known	52	9.56%	62	11.59%	-2.03
Prefer Not to Say	16	2.94%	0	0.00%	+2.94
White - English/ Welsh/ Scottish/ Northern Irish/ British	302	55.51%	305	57.01%	-1.5
White – Irish	6	1.10%	8	1.50%	-0.40
White - Other European	2	0.37%	0	0.00%	+0.37
White - any other	34	6.25%	35	6.54%	-0.29
Any other	7	1.29%	3	0.56%	+0.73
White: Gypsy or Irish Traveller	0	0%	0	0.00%	0
Other: Arab	2	0.37%	1	0.00%	+0.37
<b>Total</b>	<b>544</b>	<b>100%</b>	<b>535</b>	<b>100%</b>	

<b>Ethnicity</b>	<b>Slough Census Data</b>	<b>Windsor &amp; Maidenhead Census Data</b>	<b>Runnymede Census Data</b>
Asian or Asian British – Bangladeshi	0.39%	0.27%	0.29%
Asian or Asian British - Pakistani	17.74%	2.93%	0.47%
Asian or Asian British - Indian	15.64%	4.05%	2.51%
Asian or Asian British - Chinese	0.57%	0.74%	1.46%
Asian or Asian British - any other	5.39%	1.58%	2.18%
Black/ African/ Caribbean/ Black British – African	5.38%	0.72%	0.73%
Black/ African/ Caribbean/ Black British – Caribbean	2.21%	0.33%	0.24%
Black/ African/ Caribbean/ Black British - Any Other	1.05%	0.15%	0.10%
Mixed/ Multiple Ethnic Groups - White and Asian	1.02%	0.97%	0.79%
Mixed/ Multiple Ethnic Groups - White & Black Caribbean	1.19%	0.47%	0.43%
Mixed/ Multiple Ethnic Groups - White & Black African	0.43%	0.25%	0.27%
Mixed/ Multiple Ethnic Groups - Any other	0.75%	0.61%	0.58%
White - English/ Welsh/ Scottish/ Northern Irish/ British	34.52%	77.53%	79.99%
White – Irish	1.15%	1.42%	1.33%
White - any other	9.86%	7.02%	7.38%
Any other	1.89%	0.55%	0.52%
White: Gypsy or Irish Traveller	0.16%	0.15%	0.27%
Other: Arab	0.66%	0.26%	0.45%

## Disability

Disability covers a wide range of disabilities and learning needs and the figures are based on self-declaration, as is usual. Disability status has now been declared by all staff members. The FE workforce data for England SIR (Staff Individualised Record) in 2018-19 showed that in Colleges 90% of the workforce reported that they do not have a disability and 4% would prefer not to say compared to 96% and 0% respectively at The Windsor Forest Colleges Group.

The new HR system will allow us to encourage staff to update any of the details that were originally provided to us if necessary in instances where their disability status may have changed since their original disclosure.

**Figure III: Percentage Breakdown of Staff by Disability information**

<b>Disability</b>	<b>Total Staff 31.08.20</b>	<b>% 31.08.20</b>	<b>Total Staff 1.11.19</b>	<b>% 01.11.19</b>	<b>Difference</b>
No	523	96%	507	95%	+1
Not known	0	0%	5	1%	-1
Yes	1	0.18%	3	0.5%	-0.32
Yes - Learning Difficulty	5	0.92%	6	1%	-0.08
Yes - Mental Health Condition	2	0.37%	2	0.5%	-0.13
Yes - Physical Impairment	4	0.74%	5	1%	-0.26
Yes - Rather not say	9	1.65%	7	1%	+0.65
<b>Total</b>	<b>544</b>	<b>100%</b>	<b>535</b>	<b>100%</b>	

## Gender

The AoC workforce survey for 2017-18, published in 2019, reported that 63% of college employees in England are female and 37% are male (same as previous 2 years), and that 56% of managers, 58% of teachers and 69% of support staff are female. Here at the WFCG, 75% of our Senior Leadership Team, 69% of our teachers and 66% of our support staff are female. The number of female teaching staff has increased in the last year (62% to 69%) and the number of female support staff has reduced in the last year (72% to 66%).

**Figure IV: Gender Profile**

Gender	Total Staff 30.08.20	% 30.08.20	Total Staff 1.11.19	% 01.11.19	Difference
Female	370	68%	361	67%	+1
Male	174	32%	174	33%	-1
<b>Total</b>	<b>544</b>	<b>100%</b>	<b>535</b>	<b>100%</b>	

Gender	Slough Census Data	Windsor & Maidenhead Census Data	Runnymede Census Data
Female	50	50.7%	51.4%
Male	50	49.3%	48.6%

**Figure V: Gender balance of staff (%)**

Gender Balance	% 30.08.20	% 01.11.19
<b>All Staff</b>		
Female	68	67
Male	32	33
<b>Support Staff</b>		
Female	66	72
Male	34	28
<b>Teaching Staff</b>		
Female	69	62
Male	31	38
<b>Senior Leadership Team</b>		
Female	75	75
Male	25	25

## Religion & Belief

Historically, the Strode's campus did not collect and record this data, so there remains a high percentage of staff who have not provided details of their religion or belief and we still need to raise awareness to address the gaps in our records. As we move to self-service HRIS, all staff will be encouraged to update their own personal data on their staff record, including completing any missing fields.

**Figure VI: Percentage Breakdown of Staff by Religion and Belief**

Religious Belief	Total Staff 31.08. 20	% 31.08.20	Total Staff 01.11.19	% 01.11.19	Difference
Christian	161	29.6%	152	28.4%	+1.2
No Religion	63	11.6%	62	11.6%	0
Not Known	235	43.2%	240	44.9%	-1.1
Prefer Not to Say	3	0.6%	0	0%	+0.6
Muslim	29	5.3%	26	4.9%	+0.4
Sikh	23	4.2%	23	4.3%	-0.1
Hindu	19	3.5%	21	3.9%	-0.4
Any Other Religion	9	1.7%	8	1.5%	+0.2
Jewish	0	0%	1	0.2%	-0.2
Buddhist	2	0.4%	2	0.4%	0
<b>Total</b>	<b>544</b>	<b>100%</b>	<b>535</b>	<b>100%</b>	

Religion	Slough Census Data	Windsor & Maidenhead Census Data	Runnymede Census Data
Christian	41.20%	62.30%	63.39%
No Religion	12.10%	21.70%	23.97%
Not Provided	5.70%	7.00%	7.22%
Muslim	23.30%	3.90%	1.93%
Sikh	10.60%	2.00%	0.68%
Hindu	6.20%	1.80%	1.47%
Any Other Religion	0.30%	0.40%	0.40%
Jewish	0.10%	0.30%	0.31%
Buddhist	0.50%	0.50%	0.63%



## Sexual Orientation

Historically, for staff based at the Strode's campus, this information was not collected. We are aware of the high percentage of staff who have not provided their sexual orientation. We need to raise awareness of the gaps in our data and encourage people to update records on the new self-service HRIS. The number of unknowns remains high at 47.8% although this is lower than the previous year.

**Figure VII: Percentage Breakdown of Staff by Sexual Orientation**

<b>Sexual Orientation</b>	<b>Total Staff 31.08.20</b>	<b>% 31.08.20</b>	<b>Total Staff 01.11.19</b>	<b>% 01.11.19</b>	<b>Difference</b>
Heterosexual	258	47.4%	233	43.6%	+3.8
Gay	4	0.7%	3	0.6%	+0.1
Lesbian	1	0.2%	1	0.2%	0
Bisexual	2	0.4%	2	0.4%	0
Unknown	260	47.8%	280	52.3%	-4.5
Prefer not to say	19	3.5%	16	3.0%	+0.5
<b>Total</b>	<b>544</b>	<b>100%</b>	<b>535</b>	<b>100%</b>	

## Learning & Development

The WFCG provides mandatory learning and development programmes for new starters, annual updates for Safeguarding and KCSIE compliance. The teaching contract has progression linked to formal teaching qualification status and CPD, which is encouraging more people to update their qualification status in order to progress through the progression bars on the incremental pay scale. This will have a direct impact on the quality of the learners' experience, as our workforce gains more recognition as well as progression in recognition of their professional teaching qualifications.

## Staff Recruitment

Due to a change in our applicant tracking system during 2020, we are unable to report on a full year for 2020. However, during the period 01/07/2020-31/08/2020, we received 553 applications across the 25 roles that were posted. Only 13 of these roles closed by 31st August 2020 by which time we had successfully offered and hired to 4 of these roles. During this period, we saw an overwhelming response to vacancies that were posted due to the high unemployment nationally and locally as a result of the COVID-19 pandemic. This was especially noticeable in entry level roles and IT positions which were receiving in excess of 80 applications per role. It is also worth noting that during this short period applications were received from candidates from 60 different nationalities.

For information, personal details such as name, address and the monitoring material provided by individuals on their equality and diversity monitoring forms are separated from the rest of their application prior to being sent to managers for shortlisting. As members of the shortlisting panel do not have access to the equality and diversity monitoring details of any applicant, they shortlist solely on the quality of the application measured against the requirements of the person specification criteria. (Once interviewed, this will change to an extent, as the panel may have acquired some additional information.)

## Section 2: Student Information

The section below deals with equality information about students for the academic year 2019-20 for The WFCG, as well as for each college separately. The College Group collects student data on the following protected characteristics:

- Age
- Disability and Learning Difficulties
- Ethnicity
- Gender

### Disability

Note: The 'disability' category covers a wide range of disabilities and is based on self-declaration by the students at the application and enrolment stage. The titles of each category are the ones required for the ILR return.

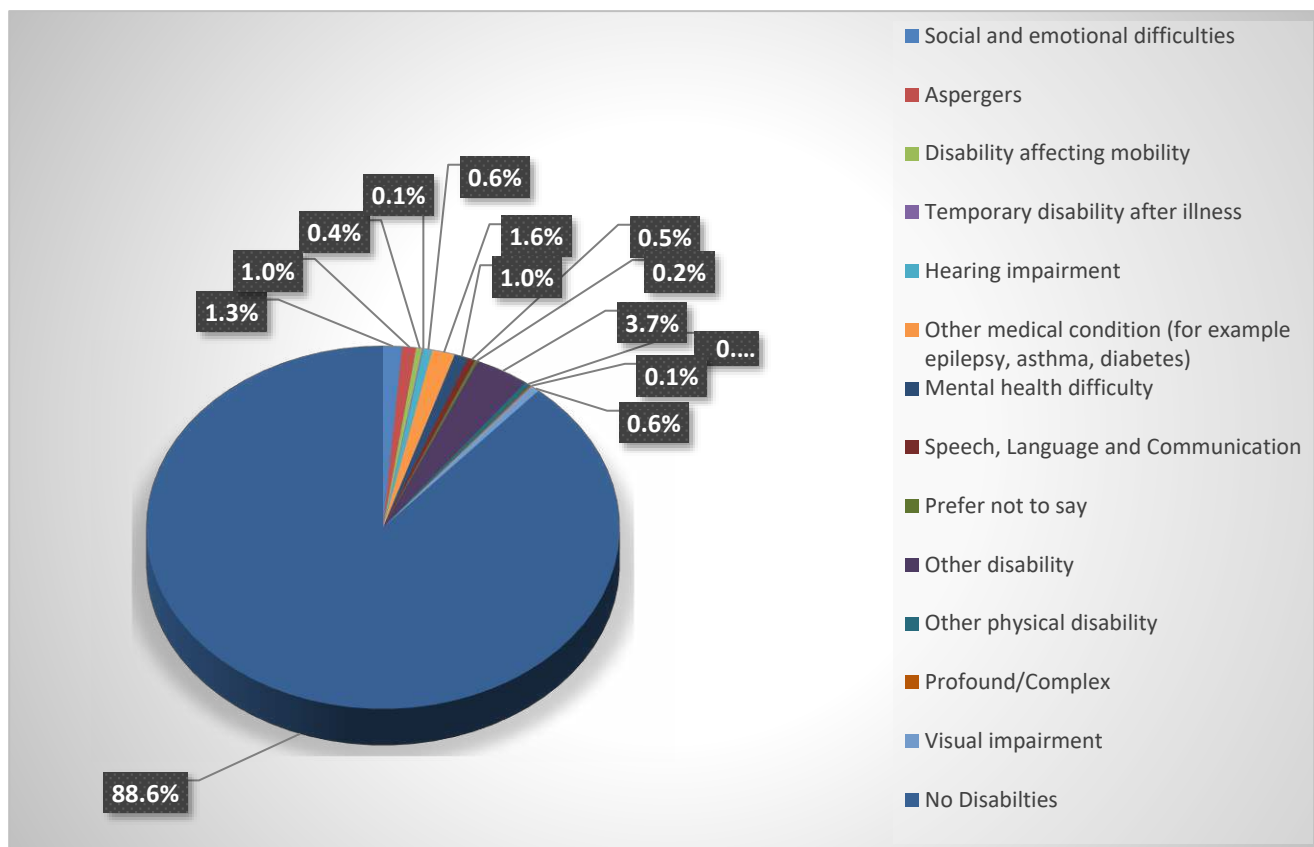
#### 16-18 year old students

In 2019-20, of 2627 16-18 year old students in the WFCG, 2327 were categorised as having 'No Disability' (88.6%) and 300 (11.4%) were categorised as having a 'Disability'. Figure X sets out details of the 300 16-18 year old students who declared themselves as having a disability. The distribution of the 300 students with declared disabilities across the three colleges is as follows; Strode's 41 students; Windsor 54 students and Langley 205 students. These are almost exactly the same proportions and distribution as in 18-19.

The largest disability category which students classified themselves into was 'other medical conditions' e.g. asthma, epilepsy etc. (41 students, nearly 1.6%). Declarations of mental health disability across the College has dropped from 2018-19. For example, in 2018-19 across The WFCG, 27 declared a mental health difficulty whereas in 2019-20 it was 25. Again, in 2018-19 Strode's College had 18 students declaring a mental health difficulty whereas in 2019-20 there was only 8 students. The reasons for the reduction in numbers overall and at Strode's are not completely clear. It is believed that overall numbers for students in the mental health category may be far higher as numbers reported are based on a formal student declaration at the application stage. Students still seem reluctant to disclose at this point, perhaps due to fear of being stigmatised. Alternatively, lack of disclosure may be due to the way the question is phrased. The charts below show proportions of learners with declared disabilities across the whole College Group and then within each college.

## Windsor Forest Colleges Group

Figure VII: Breakdown of 16-18 Students by Disability and No Disability



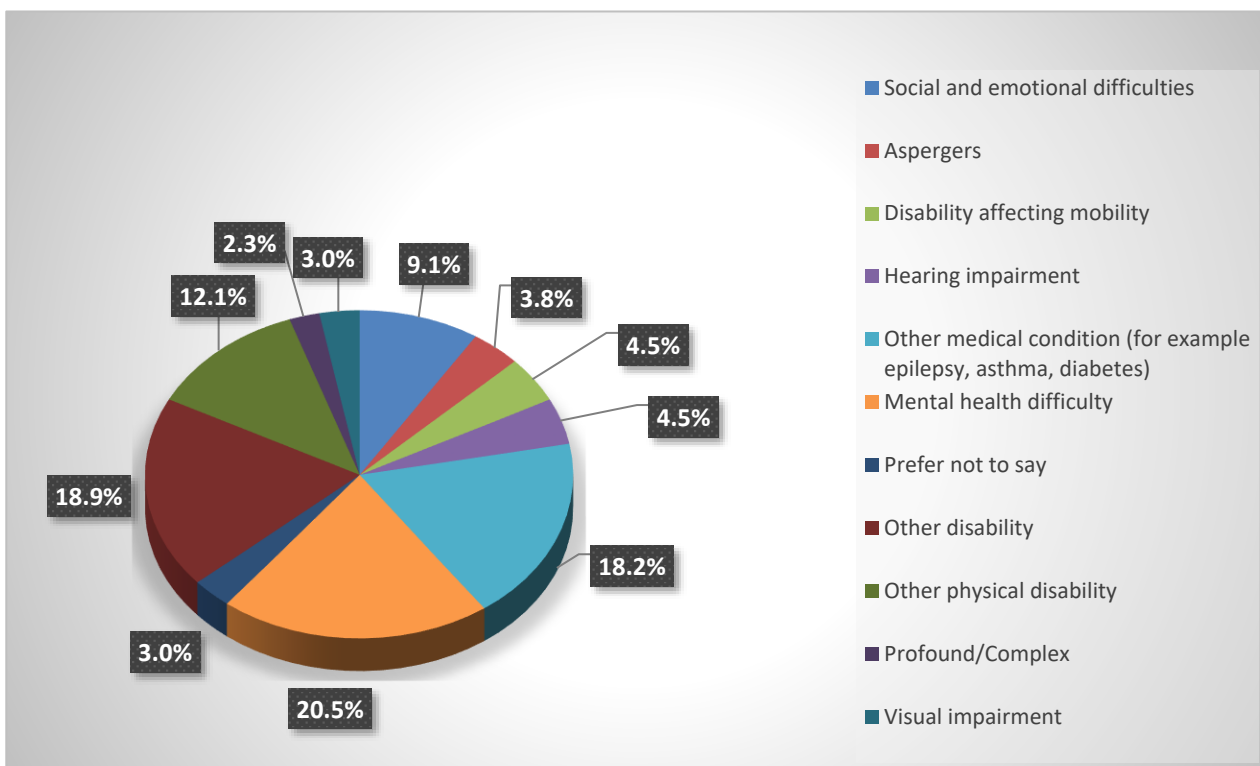
## Windsor Forest Colleges Group

Figure IX: 16-18 Students by Disabilities and No Disability

Disability Description of all 16-18 Students	% of Total Students	Student Number
Social and emotional difficulties	1.3%	34
Asperger's	1.0%	25
Disability affecting mobility	0.4%	11
Temporary disability after illness	0.1%	2
Hearing impairment	0.6%	16
Other medical condition (for example epilepsy, asthma, diabetes)	1.6%	41
Mental health difficulty	1.0%	25
Speech, Language and Communication	0.5%	13
Prefer not to say	0.2%	6
Other disability	3.7%	97
Other physical disability	0.4%	11
Profound/Complex	0.1%	3
Visual impairment	0.6%	16
No Disabilities	88.6%	2327
Total	100.0%	2627
<b>Declared Disability</b>	<b>11.4%</b>	<b>300</b>

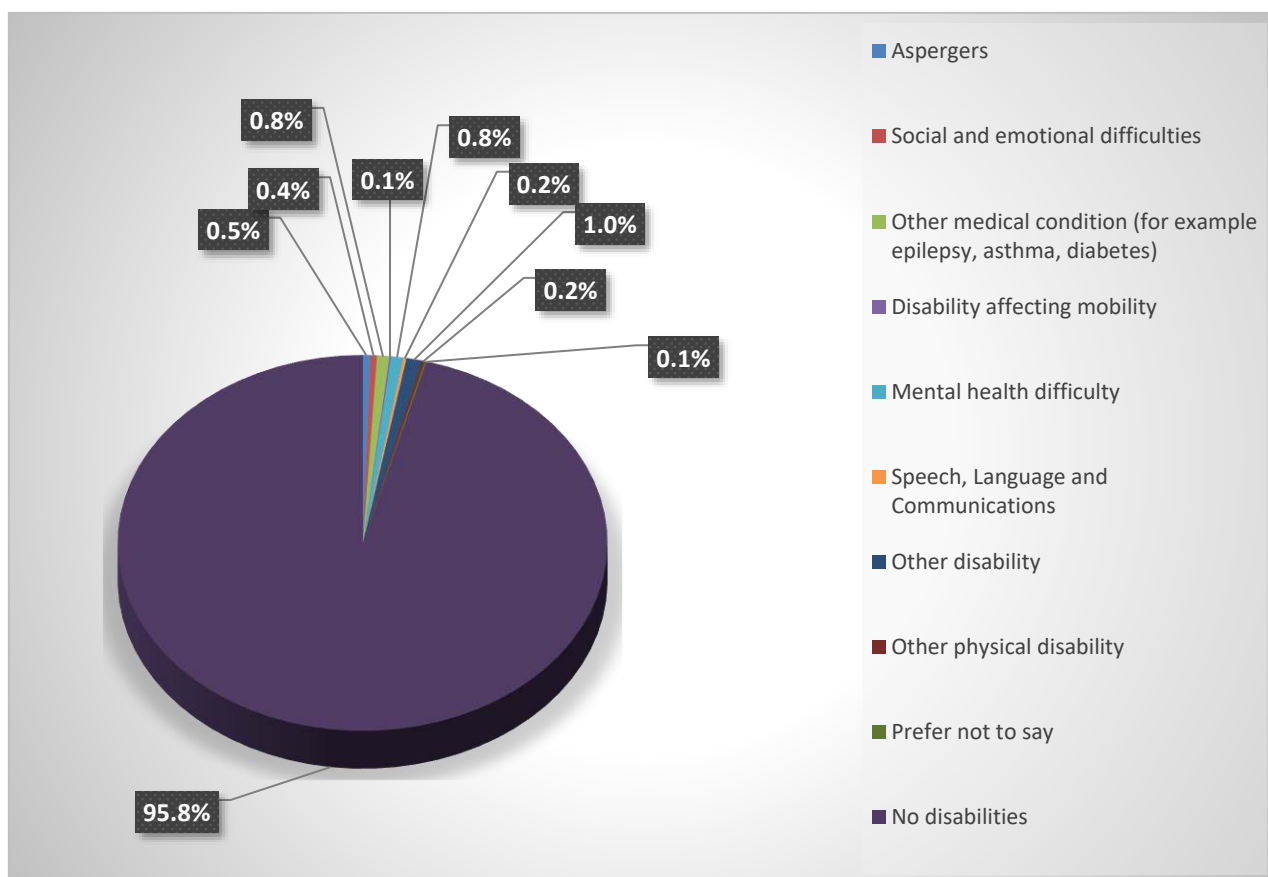
## Windsor Forest Colleges Group

Figure X: Breakdown of Students by Declared Disability



## Strode's College

Figure XI: Breakdown of 16-18 Students by Disability and No Disability



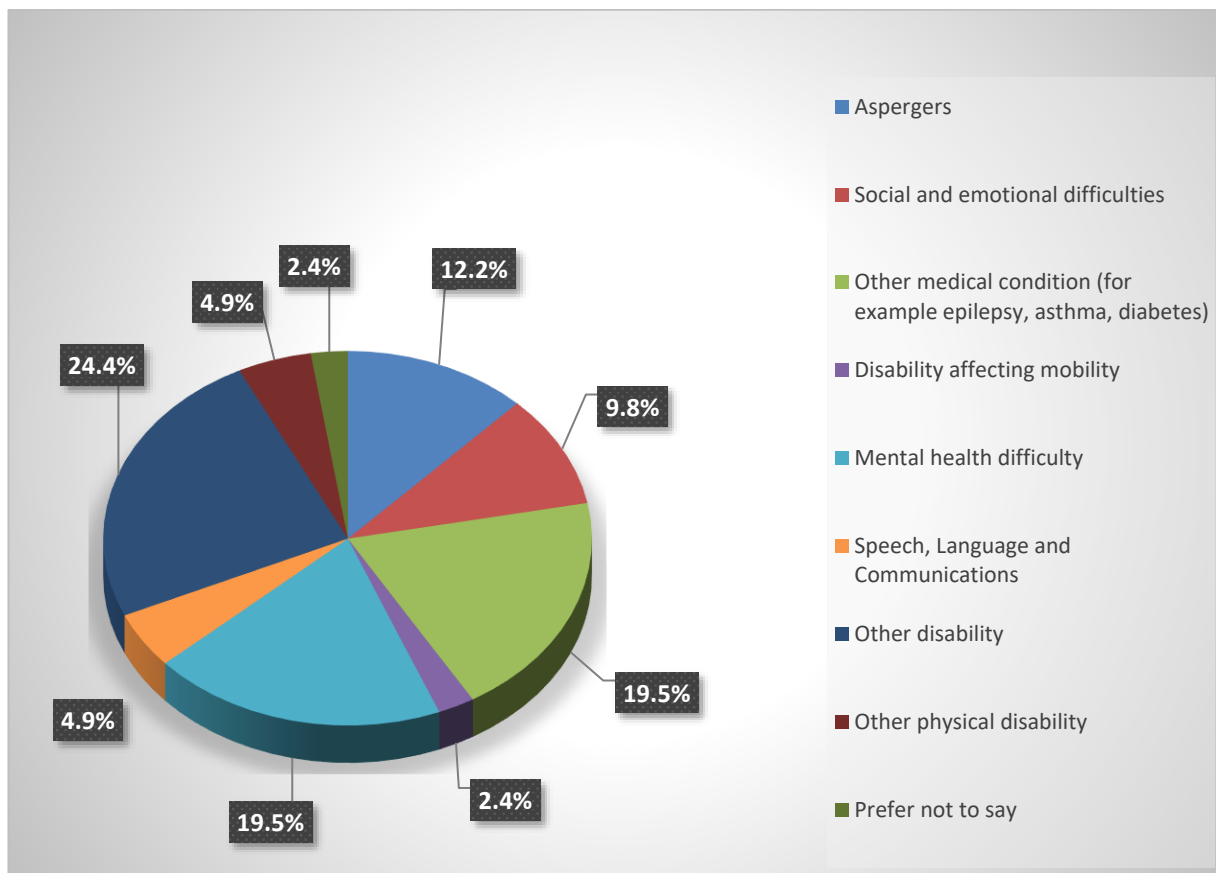
## Strode's College

Figure XII: 16-18 Students by Disabilities and No Disability

Disability Description of all 16-18 Students	% of Total Students	Student Number
Asperger's	0.5%	5
Social and emotional difficulties	0.4%	4
Other medical condition (for example epilepsy, asthma, diabetes)	0.8%	8
Disability affecting mobility	0.1%	1
Mental health difficulty	0.8%	8
Speech, Language and Communications	0.2%	2
Other disability	1.0%	10
Other physical disability	0.2%	2
Prefer not to say	0.1%	1
No disabilities	95.8%	940
<b>Total</b>	<b>100.0%</b>	<b>981</b>

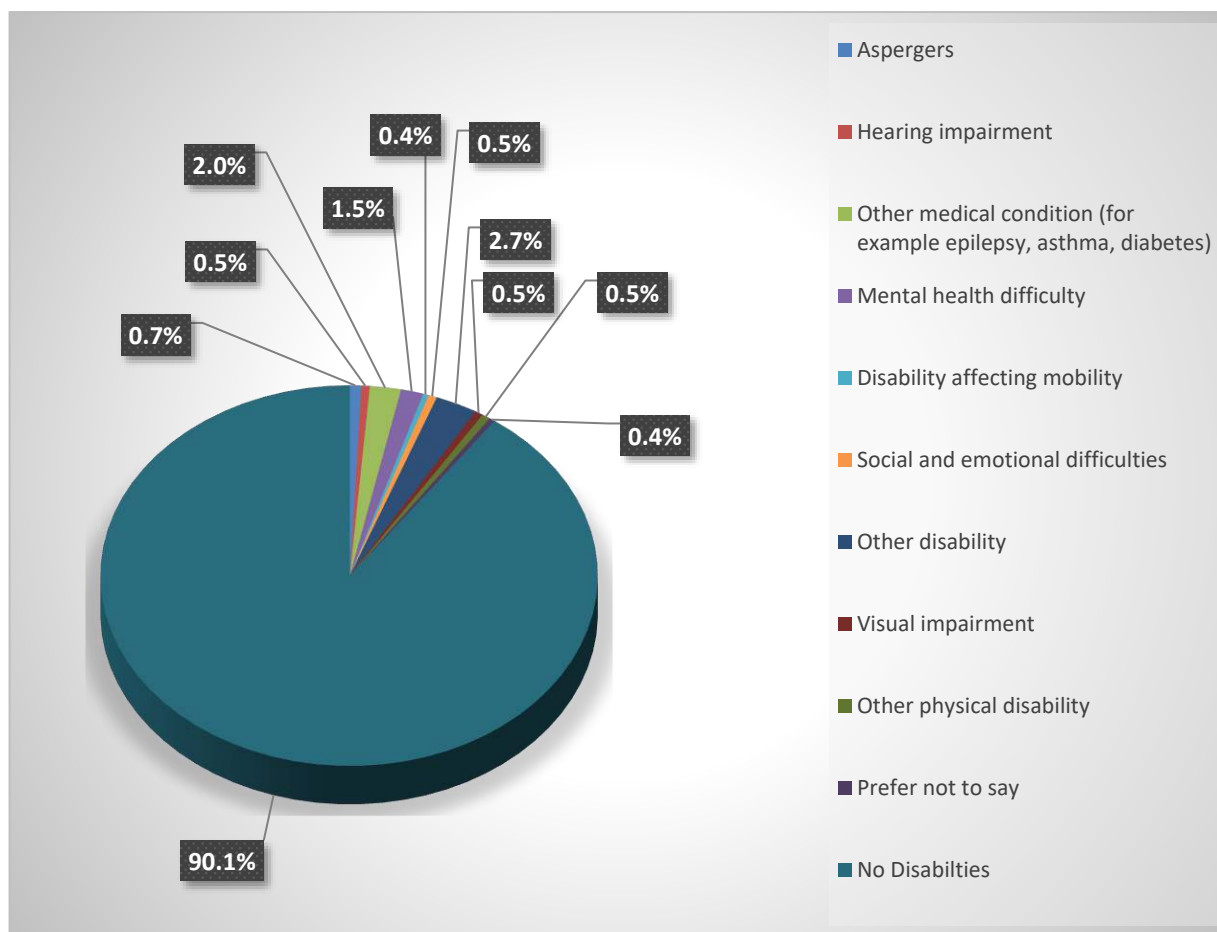
## Strode's College

Figure XIII: Breakdown of Students by Declared Disability



## Windsor College

**Figure XIV: Breakdown of 16-18 Students by Disability and No Disability**

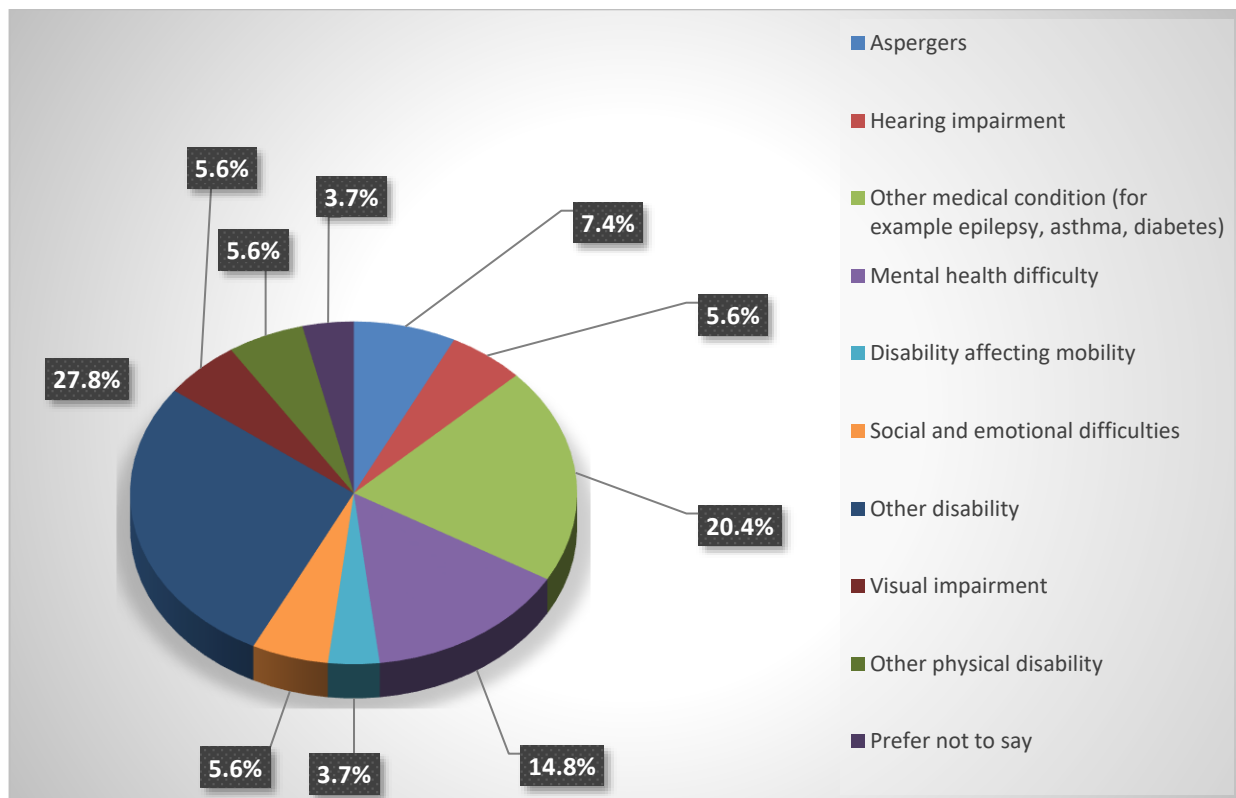


## Windsor College

**Figure XV: 16-18 Students by Disabilities and No Disability**

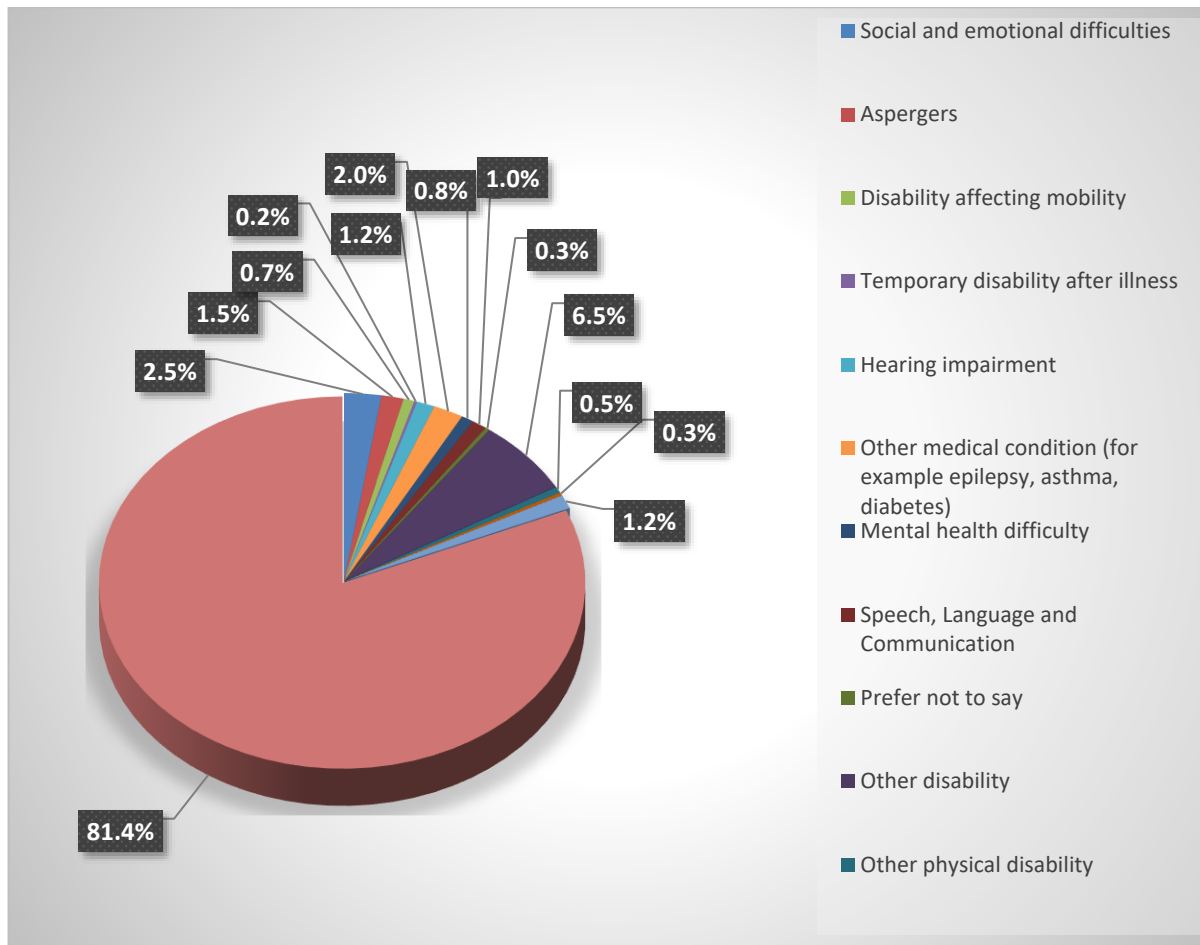
Disability Description of all 16-18 Students	% of Total Students	Student Number
Asperger's	0.7%	4
Hearing impairment	0.5%	3
Other medical condition (for example epilepsy, asthma, diabetes)	2.0%	11
Mental health difficulty	1.5%	8
Disability affecting mobility	0.4%	2
Social and emotional difficulties	0.5%	3
Other disability	2.7%	15
Visual impairment	0.5%	3
Other physical disability	0.5%	3
Prefer not to say	0.4%	2
No Disabilities	90.1%	492
<b>Total</b>	<b>100.0%</b>	<b>546</b>

Figure XVI: Breakdown of Students by Declared Disability



## Langley College

Figure XVII: Breakdown of 16-18 Students by Disability and No Disability



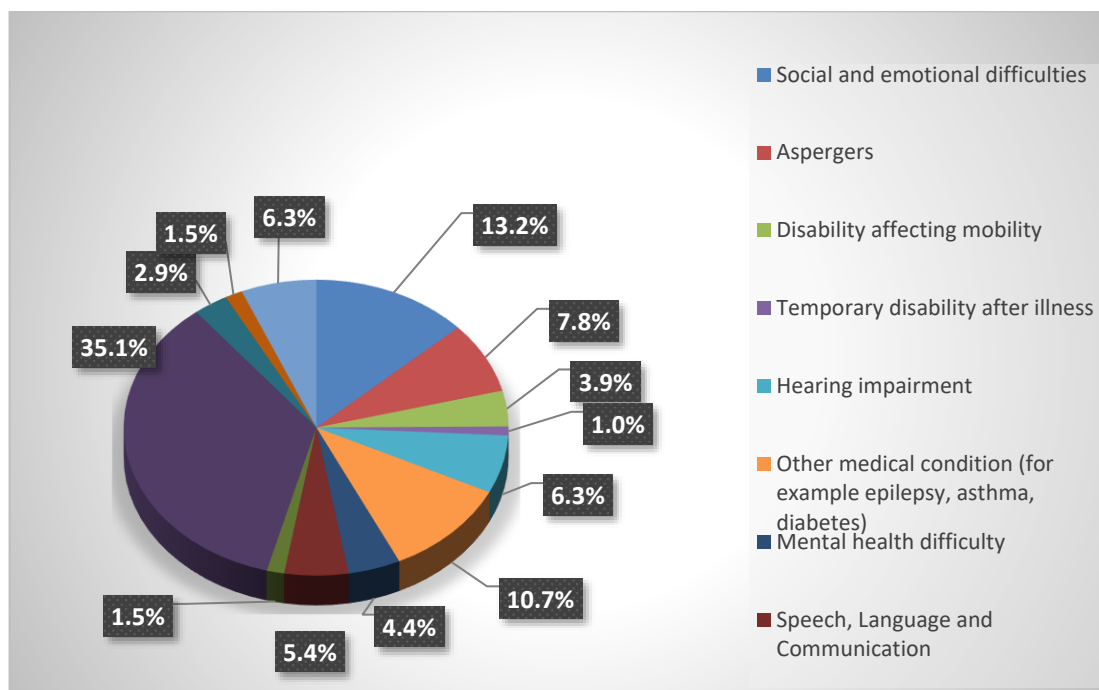
## Langley College

Figure XVIII: 16-18 Students with Disabilities and No Disability

Disability Description of all 16-18 Students	% of Total Students	Student Number
Social and emotional difficulties	2.5%	27
Asperger's	1.5%	16
Disability affecting mobility	0.7%	8
Temporary disability after illness	0.2%	2
Hearing impairment	1.2%	13
Other medical condition (for example epilepsy, asthma, diabetes)	2.0%	22
Mental health difficulty	0.8%	9
Speech, Language and Communication	1.0%	11
Prefer not to say	0.3%	3
Other disability	6.5%	72
Other physical disability	0.5%	6
Profound/Complex	0.3%	3
Visual impairment	1.2%	13
No Disabilities	81.4%	895
<b>Total</b>	<b>100.0%</b>	<b>1100</b>



Figure XIX: Breakdown of Students by Declared Disability

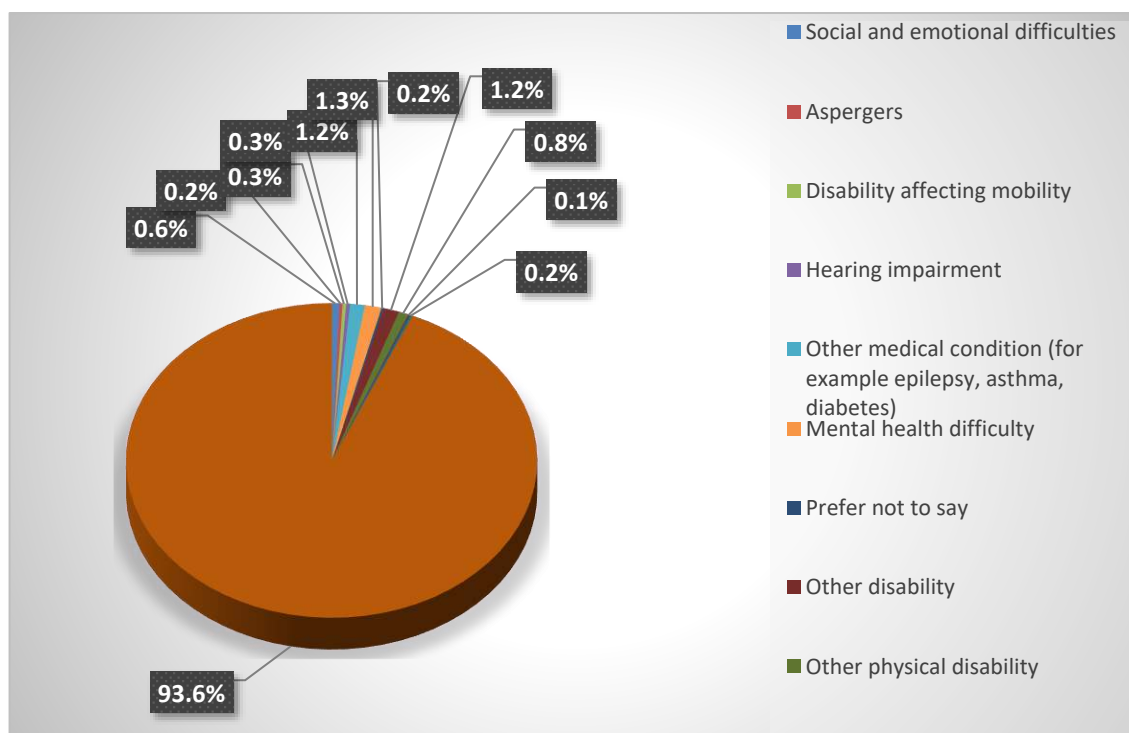


### 19+ Funded Students

In 2019-20, of 2063 19+ students at the College, 1931 (93.6%) students were categorised as having 'No Disability' and 132 (7%) were categorised as having a 'Disability'. This is a very small increase on 2018-19 numbers when 127 19+ students declared a disability.

### Windsor Forest College Group

Figure XX: Breakdown of 19+ Students by Disability and No Disability



## Windsor Forest Colleges Group

Figure XXI: 19+ Students with Disabilities and No Disability

Disability Description of all 19+ Students	% of Total Students	Student Number
Social and emotional difficulties	0.6%	12
Asperger's	0.2%	5
Disability affecting mobility	0.3%	6
Hearing impairment	0.3%	6
Other medical condition (for example epilepsy, asthma, diabetes)	1.2%	24
Mental health difficulty	1.3%	27
Prefer not to say	0.2%	4
Other disability	1.2%	25
Other physical disability	0.8%	16
Profound/Complex	0.1%	3
Visual impairment	0.2%	4
No Disabilities	93.6%	1931
<b>Total</b>	<b>100.0%</b>	<b>2063</b>

## Windsor Forest College Group

Figure XXII: Breakdown of 19+ Students by Declared Disability

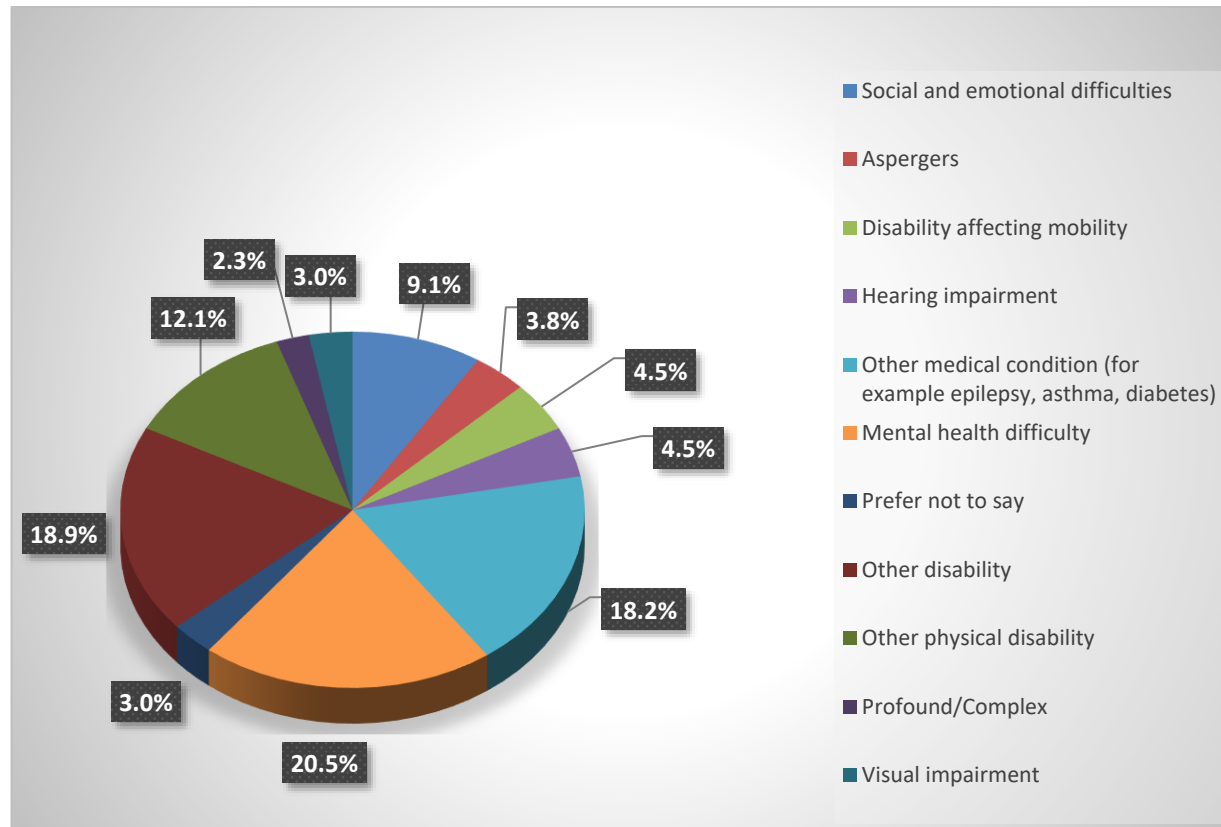
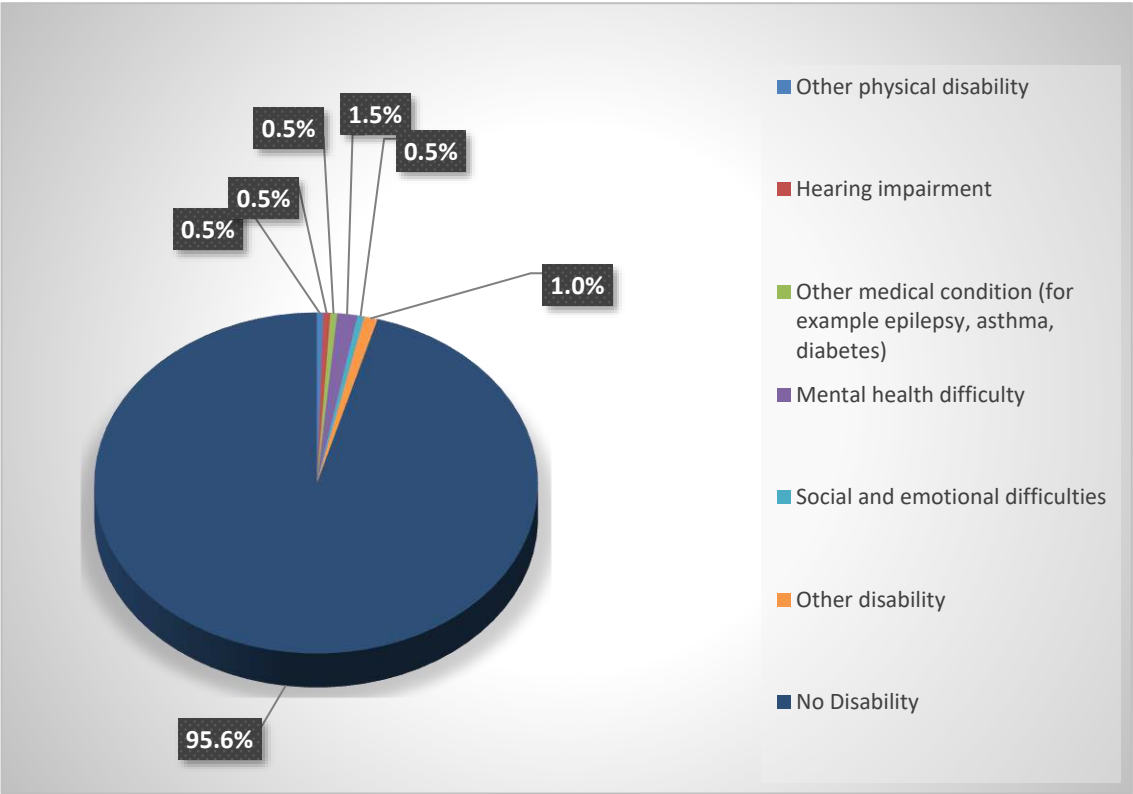


Figure XXII above sets out details of the 132 19+ students who declared themselves as having a disability.

The largest number of students declaring that they have a disability (27 students or 1.3%) is in the 'Mental health difficulty' category. Other specific categories include 'Other disability' (25 students) and 'Other medical conditions' (24 students). The College believes that numbers for students in the mental health category may be far higher than these figures, which are based on a formal student declaration at application or enrolment.

The overall proportions of students across the different disability categories are broadly the same as in 2018-19. It is interesting to note the different proportions of 19+ students with declared mental health difficulty at each college: Windsor College 1.5% of students declare a mental health condition compared with 1.5% at Strode's and 0.9% at Langley.

**Strode's College**  
**Figure XXIII: Breakdown of 19+ Students by Disability and No Disability**



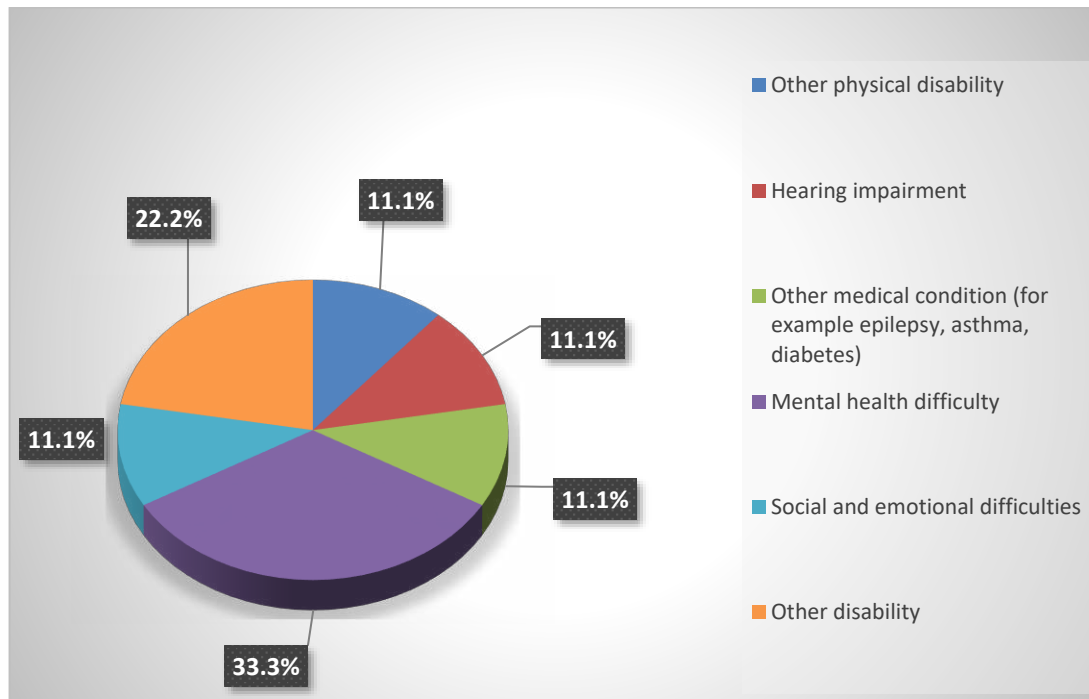
# Strode's College

**Figure XXIV: 19+ Students with Disabilities and No Disability**

Disability Description of all 19+ Students	% of Total Students	Student Number
Other physical disability	0.5%	1
Hearing impairment	0.5%	1
Other medical condition (for example epilepsy, asthma, diabetes)	0.5%	1
Mental health difficulty	1.5%	3
Social and emotional difficulties	0.5%	1
Other disability	1.0%	2
No Disability	95.6%	195
<b>Total</b>	<b>100.0%</b>	<b>204</b>

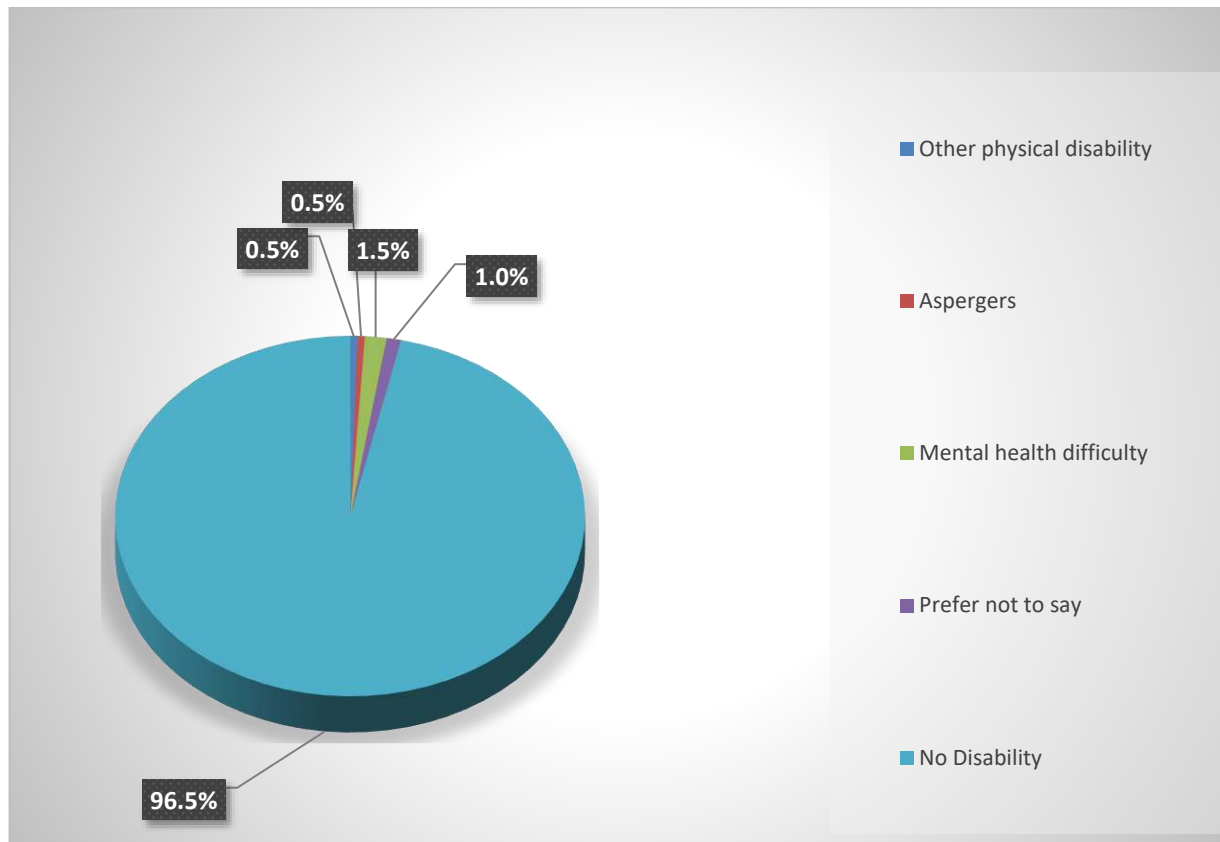
# Strode's College

**Figure XXV: Breakdown of 19+ Students by Declared Disability**



# Windsor College

**Figure XXVI: Breakdown of 19+ Students by Disability and No Disability**



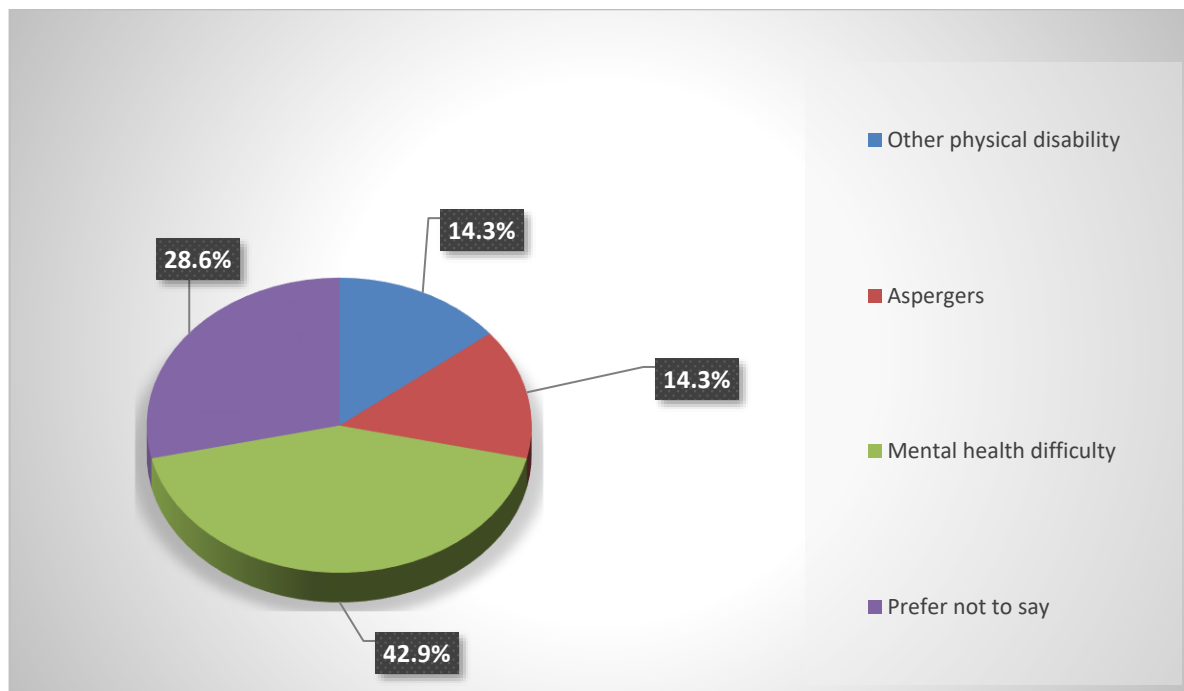
# Windsor College

**Figure XXVI: 19+ Students with Disabilities and No Disabilities**

Disability Description of all 19+ Students	% of Total Students	Student Number
Other physical disability	0.5%	1
Asperger's	0.5%	1
Mental health difficulty	1.5%	3
Prefer not to say	1.0%	2
No Disability	96.5%	195
<b>Total</b>	<b>100.0%</b>	<b>202</b>

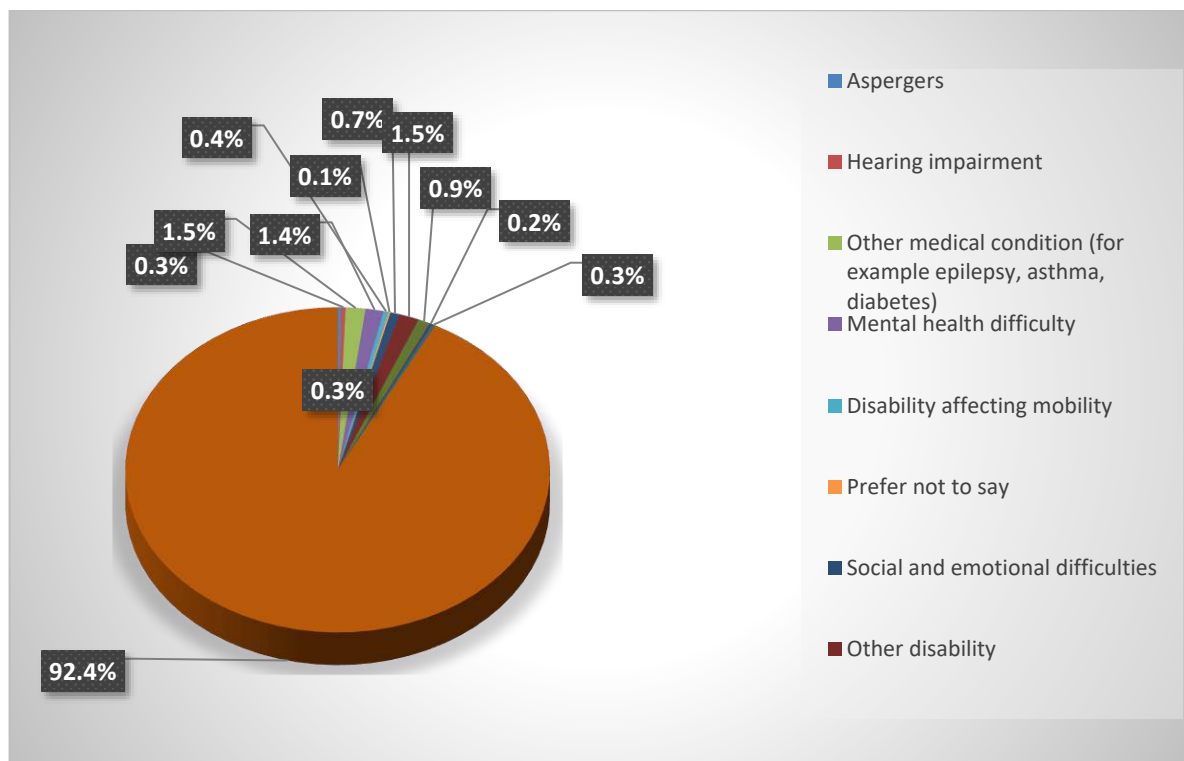
## Windsor College

Figure XXVIII: Breakdown of 19+ Students by Declared Disability



## Langley College

Figure XXIX: Breakdown of 19+ Students by Disability and No Disability



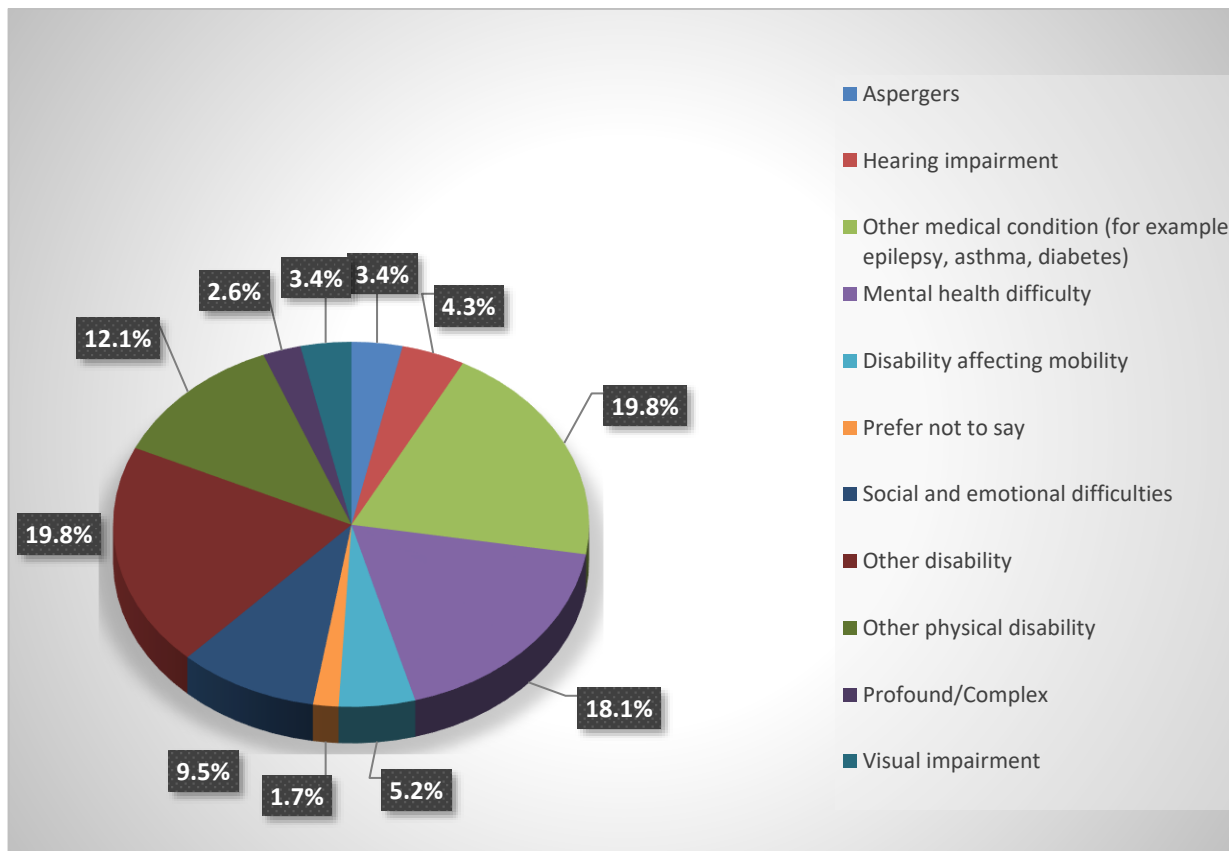
## Langley College

Figure XXX: 19+ Students with Disabilities and No Disability

Disability Description of all 19+ Students	% of Total Students	Student Number
Asperger's	0.3%	4
Hearing impairment	0.3%	5
Other medical condition (for example epilepsy, asthma, diabetes)	1.5%	23
Mental health difficulty	1.4%	21
Disability affecting mobility	0.4%	6
Prefer not to say	0.1%	2
Social and emotional difficulties	0.7%	11
Other disability	1.5%	23
Other physical disability	0.9%	14
Profound/Complex	0.2%	3
Visual impairment	0.3%	4
No Disabilities	92.4%	1413
<b>Total</b>	<b>100.0%</b>	<b>1529</b>

## Langley College

Figure XXXI: Breakdown of 19+ Students by Declared Disability



Learning Difficulty

Note: the term ‘learning difficulty’, as used here, covers a wide range of learning needs and is based on self-declaration by a student at application or enrolment stage.

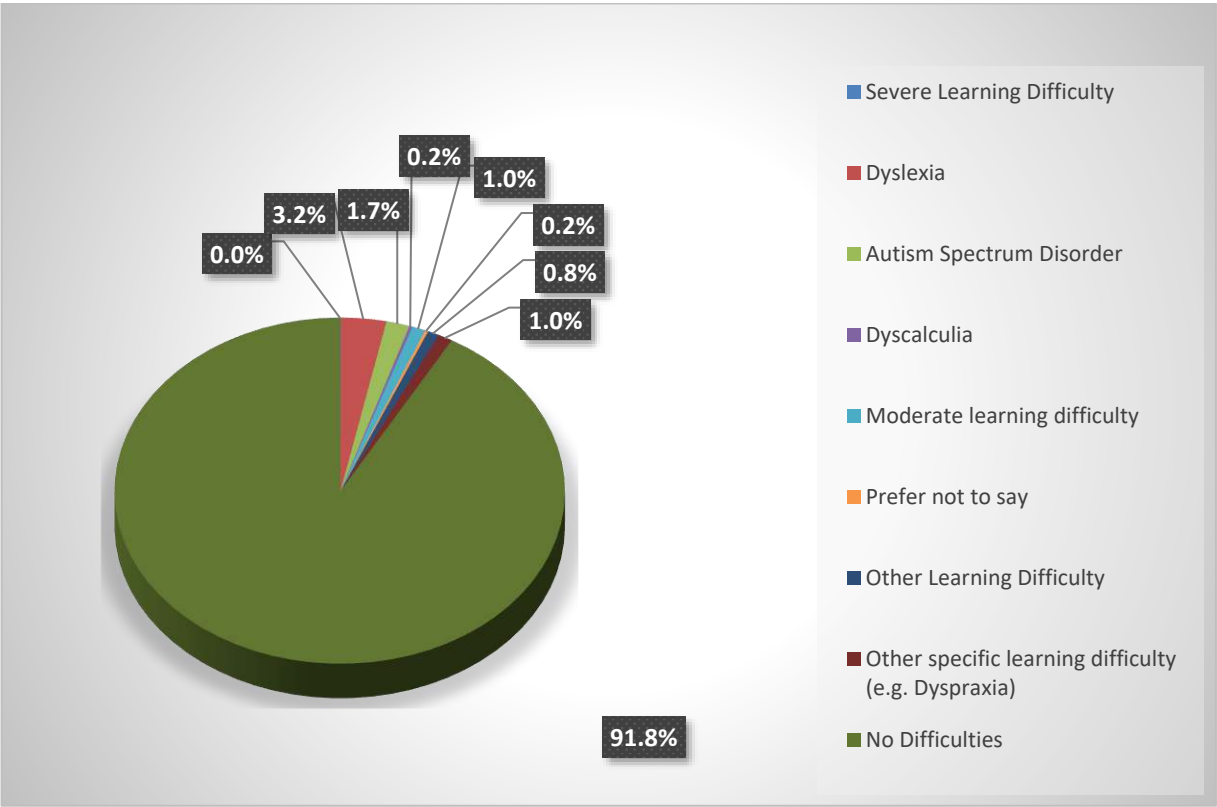
16-18 year old students

In 2019-20, of 2627 16-18 year old students in the WFCG, the majority of students 2411(91.8%) stated that they had no learning difficulty with 216 (8.2%) students stating that they did. The distribution of 16-18 students with a declared learning difficulty across the three Colleges is as follows: Strode’s College 29 students; Windsor College 39 students; Langley College 148 students.

The table below shows the breakdown of the 216 students according to declared categories. Of those students declaring a learning difficulty, the largest category is Dyslexia (85 students) with 44 students declaring they were on the Autistic Spectrum and 27 students stating they had another specific learning difficulty.

Windsor Forest Colleges Group

Figure XXXII: Breakdown of 16-18 Students by Learning Difficulty and No Learning Difficulty





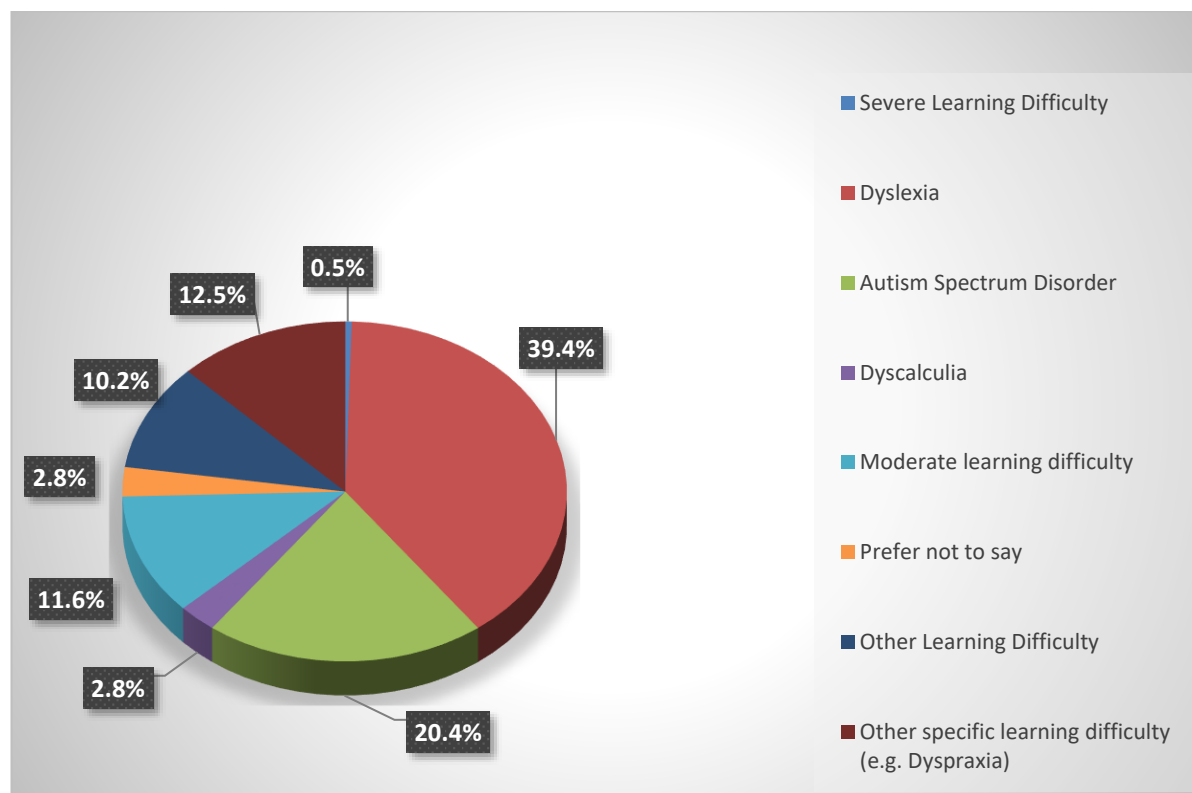
# Windsor Forest Colleges Group

Figure XXXIII: 16-18 Students with a Declared Learning Difficulty

All 16-18 Students with a declared learning difficulty	% of Total Students	Student Numbers
Severe Learning Difficulty	0.0%	1
Dyslexia	3.2%	85
Autism Spectrum Disorder	1.7%	44
Dyscalculia	0.2%	6
Moderate learning difficulty	1.0%	25
Prefer not to say	0.2%	6
Other Learning Difficulty	0.8%	22
Other specific learning difficulty (e.g. Dyspraxia)	1.0%	27
No Difficulties	91.8%	2411
Total	100.0%	2627
<b>Declared Learning Difficulty</b>	<b>8.2%</b>	<b>216</b>

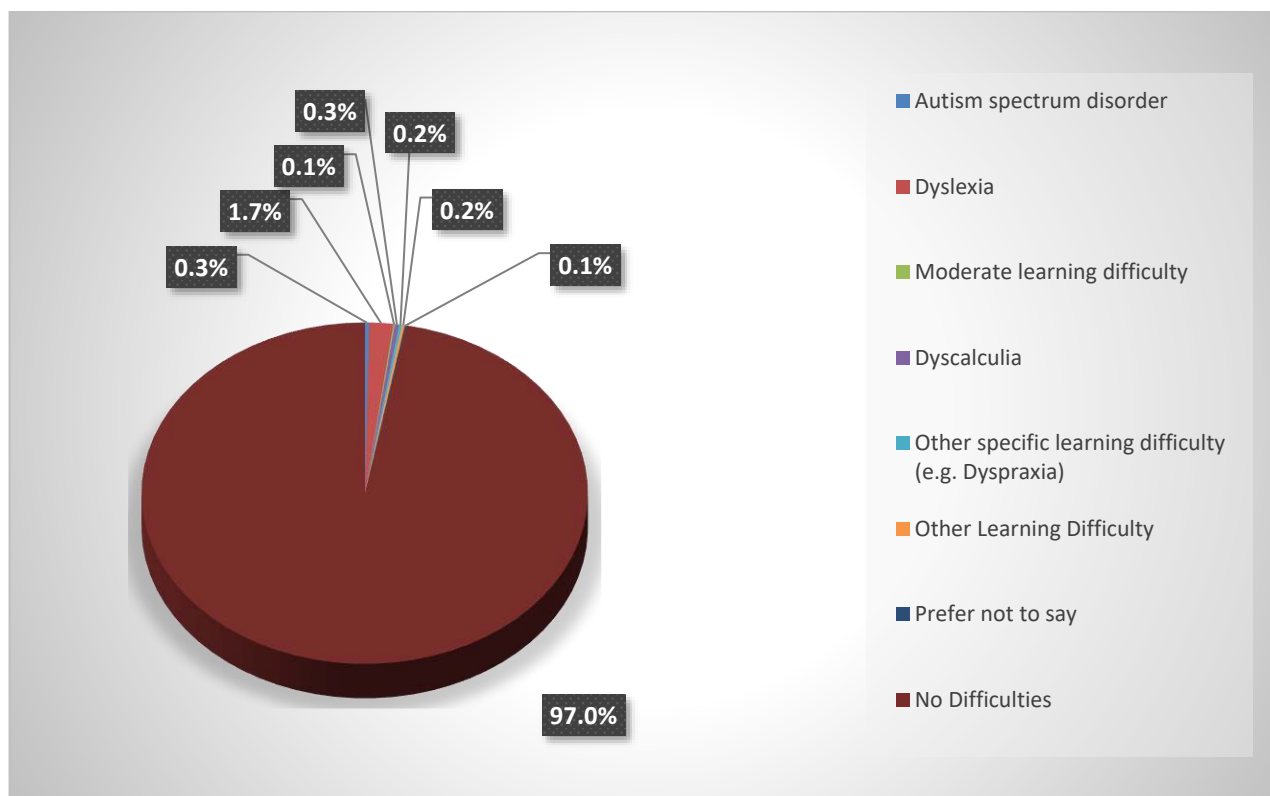
# Windsor Forest Colleges Group

Figure XXXIV: Breakdown of 16-18 Students by Declared Learning Difficulty



## Strode's College

Figure XXXV: Breakdown of 16-18 Students by Learning Difficulty and No Learning Difficulty

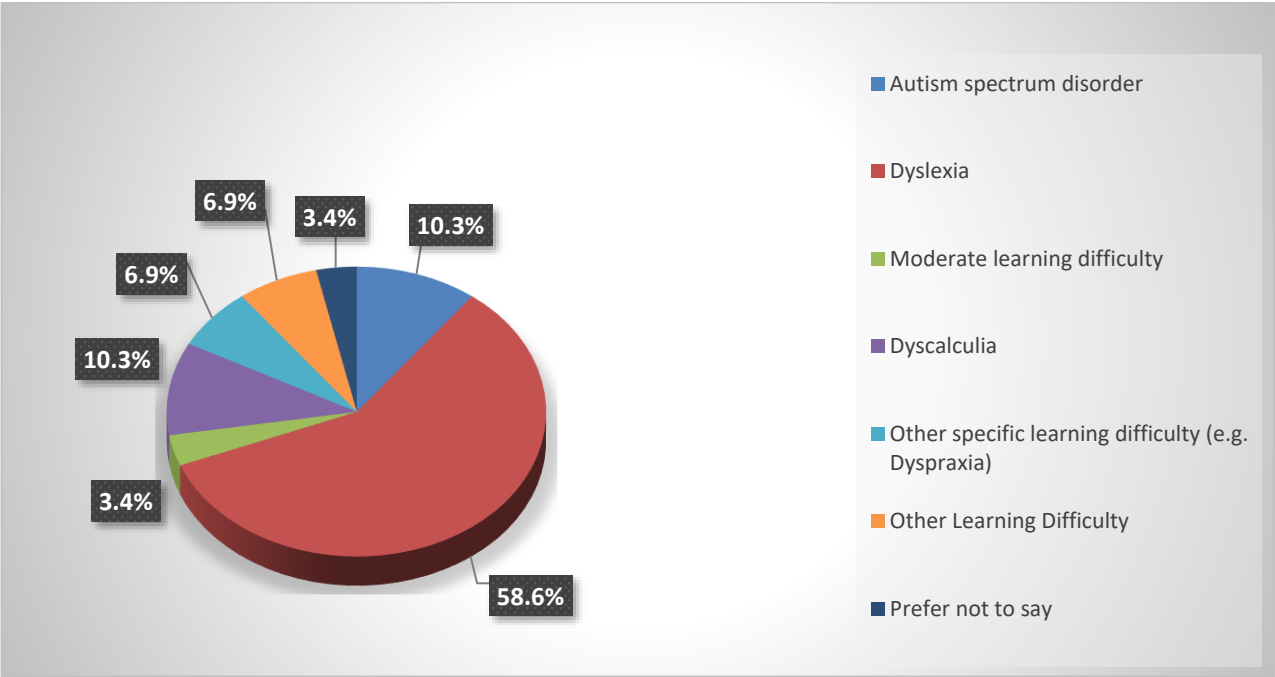


## Strode's College

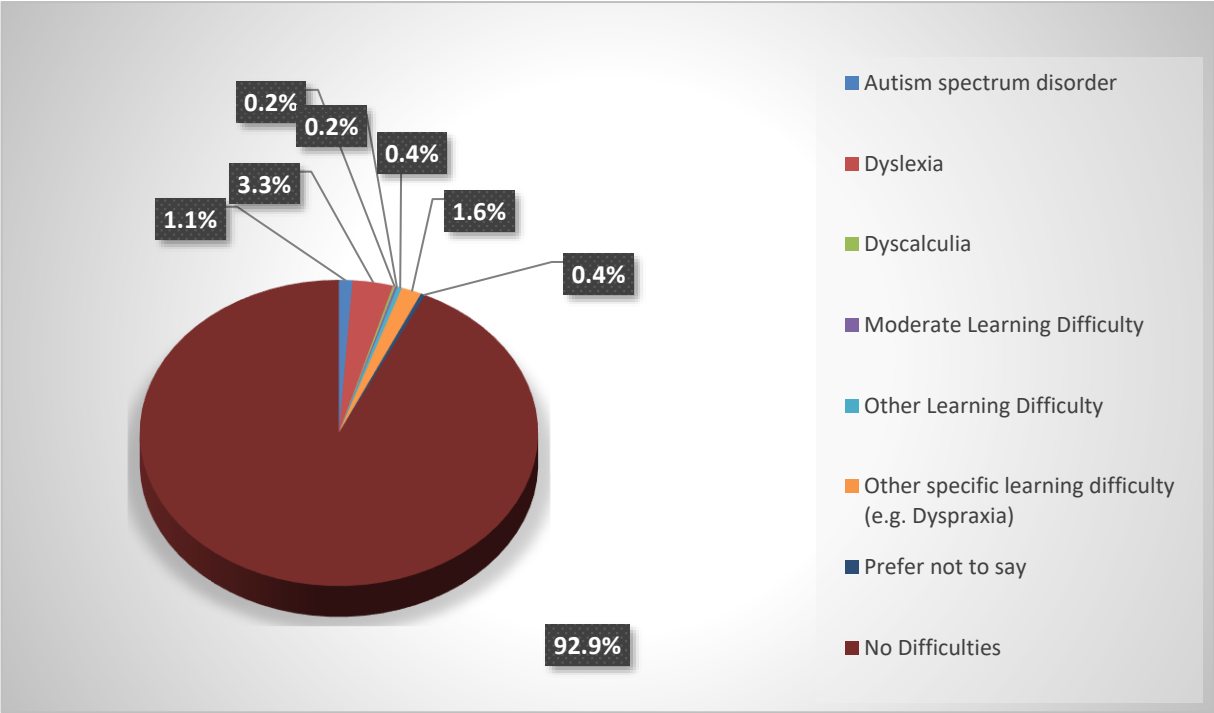
Figure XXXVI: 16-18 Students with a Declared Learning Difficulty

All 16-18 Students with a declared learning difficulty	% of Total Students	Student Numbers
Autism spectrum disorder	0.3%	3
Dyslexia	1.7%	17
Moderate learning difficulty	0.1%	1
Dyscalculia	0.3%	3
Other specific learning difficulty (e.g. Dyspraxia)	0.2%	2
Other Learning Difficulty	0.2%	2
Prefer not to say	0.1%	1
No Difficulties	97.0%	952
Total	100.0%	981
<b>Declared Learning Difficulty</b>	<b>3.0%</b>	<b>29</b>

**Strode's College**  
**Figure XXXVII: Breakdown of 16-18 Students by Declared Learning Difficulty**



**Windsor College**  
**Figure XXXVIII: Breakdown of 16-18 Students by Learning Difficulty and No Learning Difficulty**



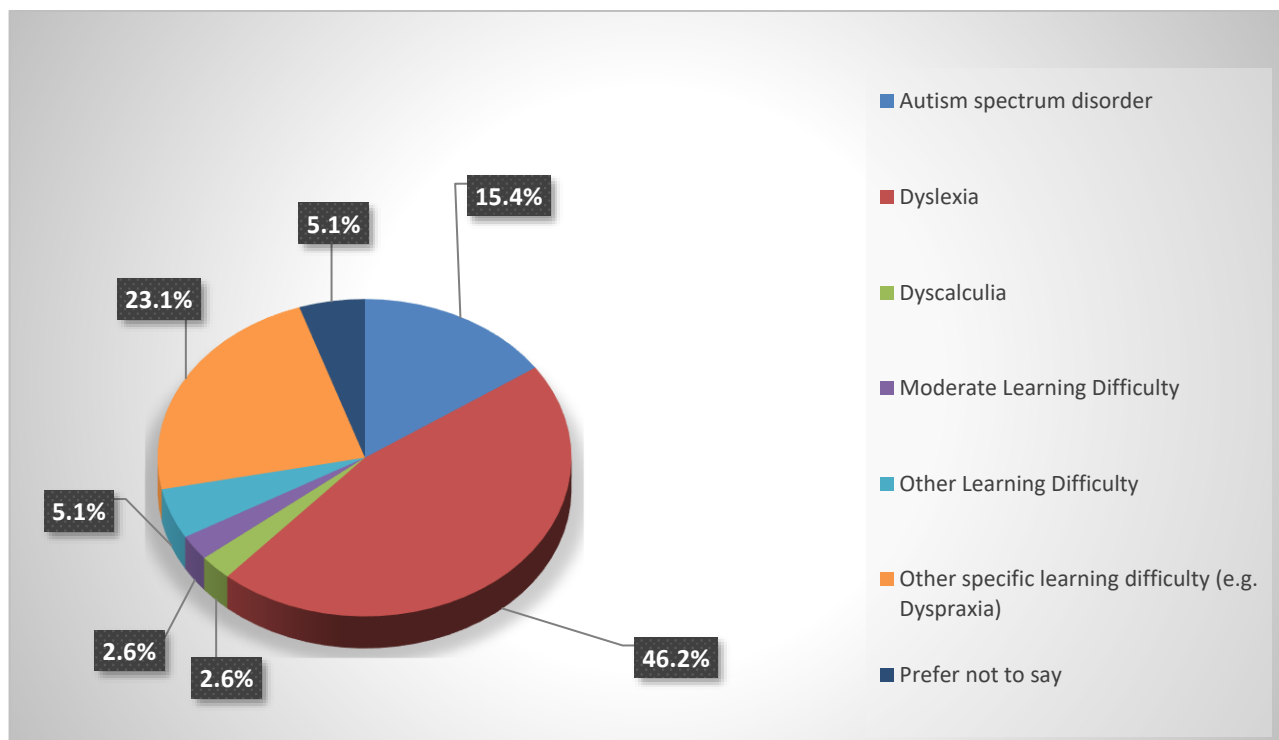
## Windsor College

Figure XXXIX: 16-18 Students with a Declared Learning Difficulty

All 16-18 Students with a declared learning difficulty	% of Total Students	Student Numbers
Autism spectrum disorder	1.1%	6
Dyslexia	3.3%	18
Dyscalculia	0.2%	1
Moderate Learning Difficulty	0.2%	1
Other Learning Difficulty	0.4%	2
Other specific learning difficulty (e.g. Dyspraxia)	1.6%	9
Prefer not to say	0.4%	2
No Difficulties	92.9%	507
Total	100.0%	546
<b>Declared Learning Difficulty</b>	<b>7.1%</b>	<b>39</b>

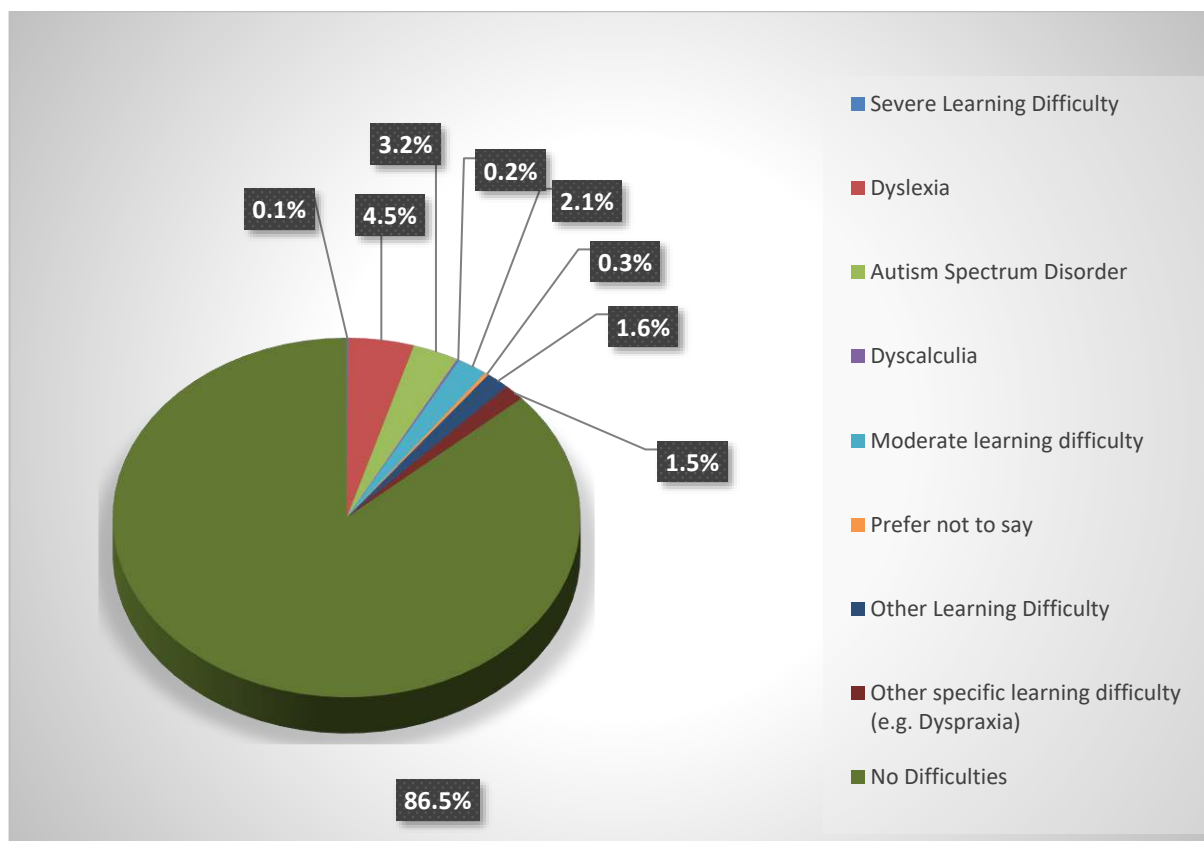
## Windsor College

Figure XL: Breakdown of 16-18 Students by Declared Learning Difficulty



## Langley College

Figure XLI: Breakdown of 16-18 Students by Learning Difficulty and No Learning Difficulty



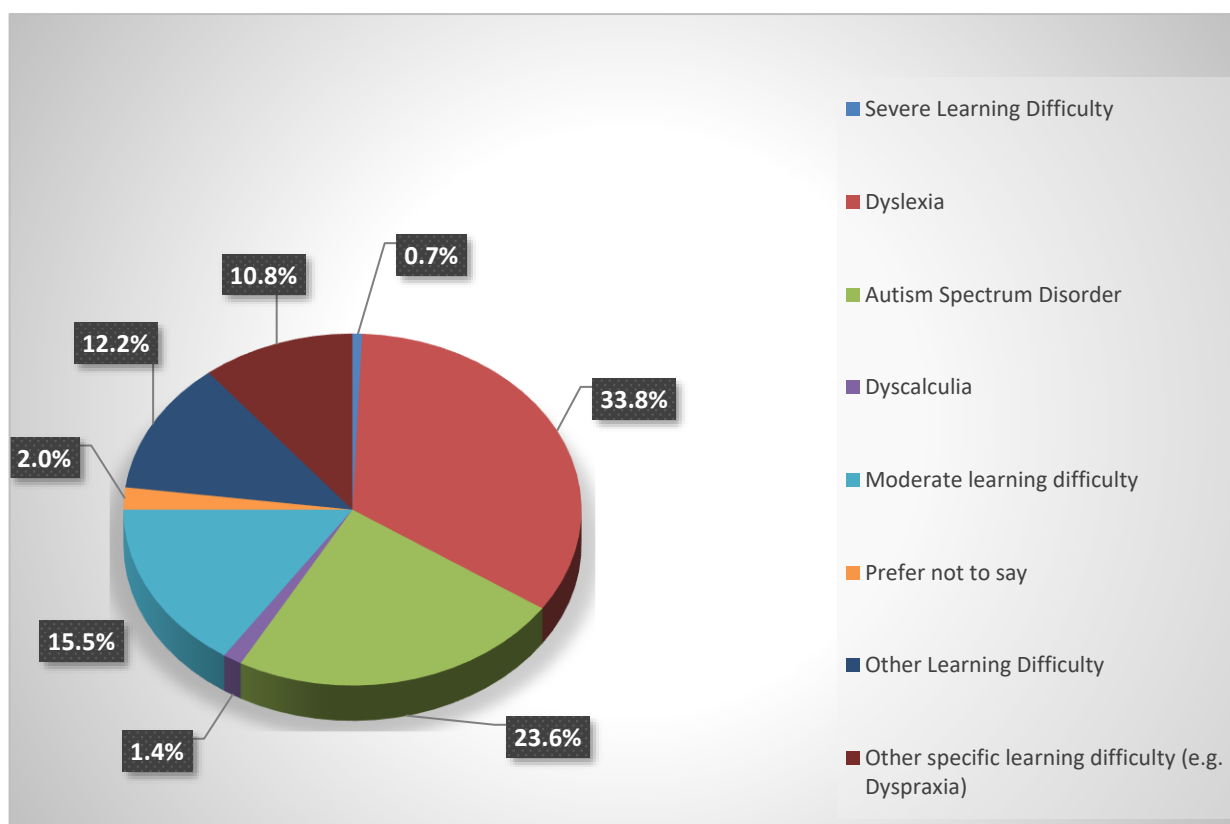
## Langley College

Figure XLII: 16-18 Students with a Declared Learning Difficulty

All 16-18 Students with a declared learning difficulty	% of Total Students	Student Numbers
Severe Learning Difficulty	0.1%	1
Dyslexia	4.5%	50
Autism Spectrum Disorder	3.2%	35
Dyscalculia	0.2%	2
Moderate learning difficulty	2.1%	23
Prefer not to say	0.3%	3
Other Learning Difficulty	1.6%	18
Other specific learning difficulty (e.g. Dyspraxia)	1.5%	16
No Difficulties	86.5%	952
Total	100.0%	1100
<b>Declared Learning Difficulty</b>	<b>13.5%</b>	<b>148</b>

## Langley College

Figure XLIII: Breakdown of 16-18 Students by Declared Learning Difficult

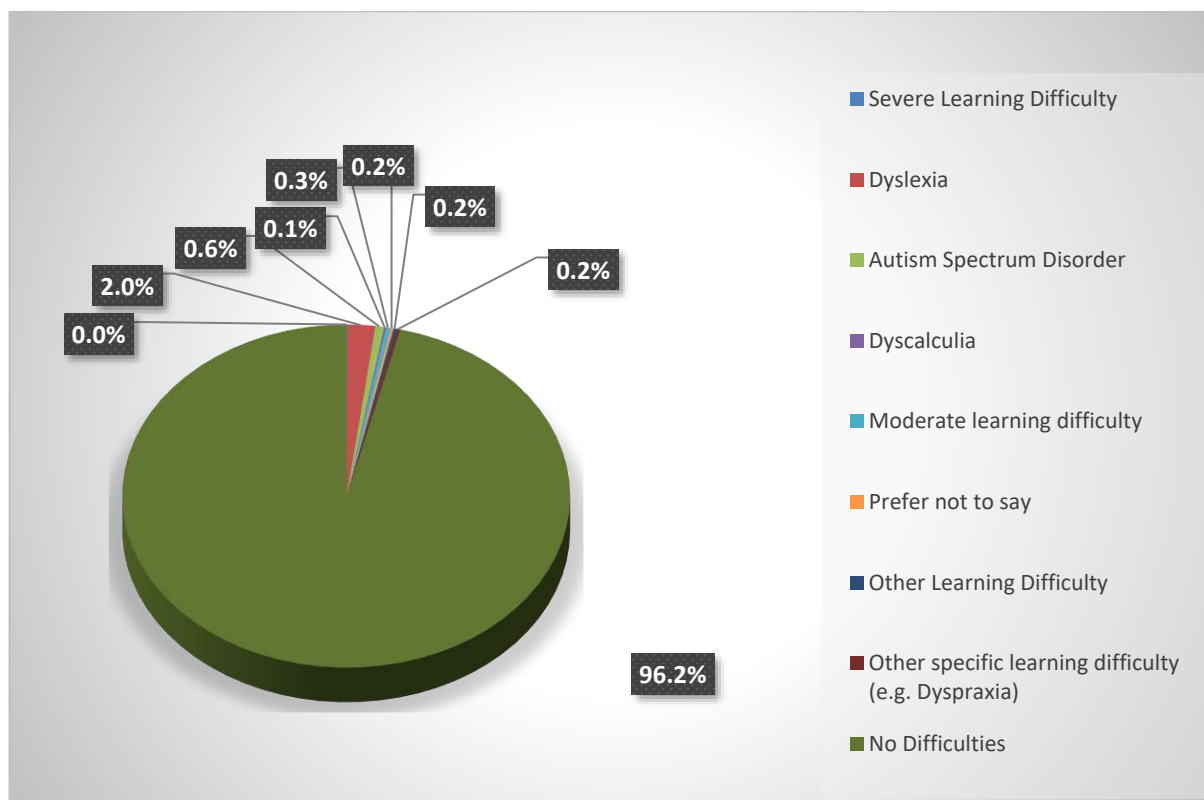


## 19+ Students with Learning Difficulties

Of 2063 19+ students in 2019-20, 1984 stated they did not have a learning difficulty (96.2%), with 79 (2.5%) declaring a learning difficulty. Of the 79 students with declared learning difficulties represented in the pie chart below, 41 declared that they were Dyslexic (2%), which was the largest category, with 7 students declaring 'Moderate learning difficulty' (0.3%). The numbers of 19+ students across the three colleges with declared learning difficulties varies significantly and is a reflection of the context and level of course offered at the different colleges; Strode's College had 7 students; Windsor College had 6 students; Langley College had 66 students.

## Windsor Forest Colleges Group

Figure XLIV: Breakdown of 19+ Students by Learning Difficulty

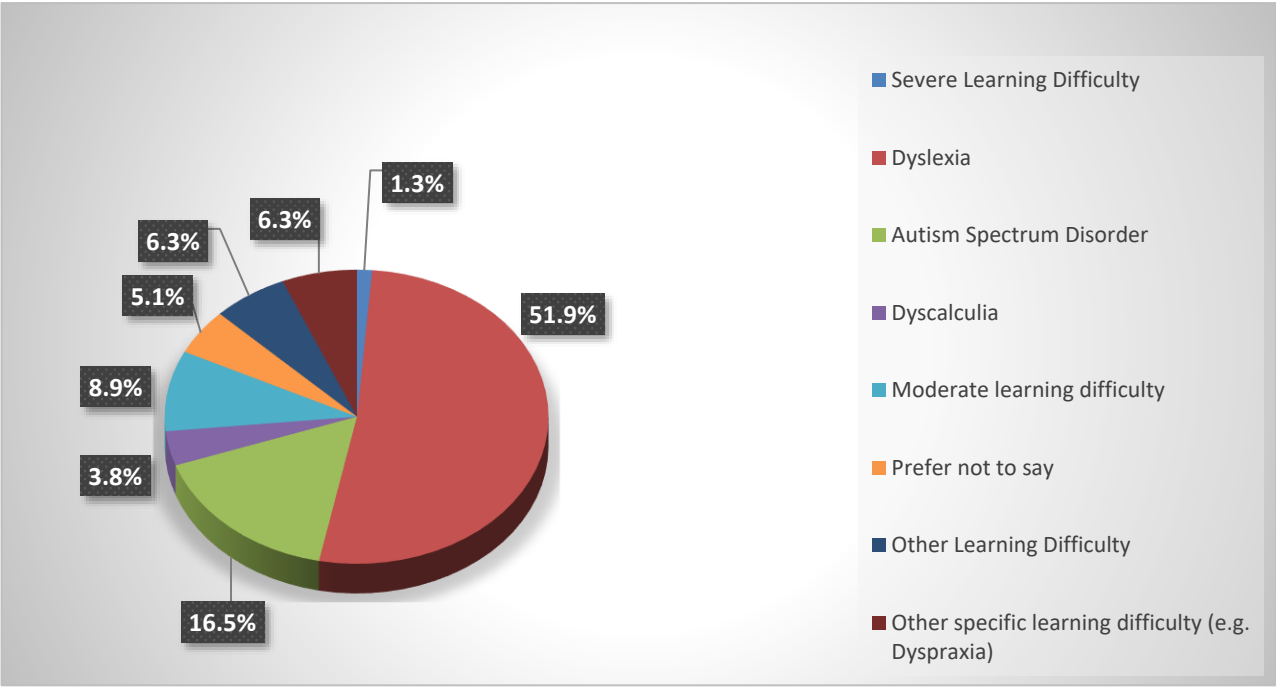


## Windsor Forest Colleges Group

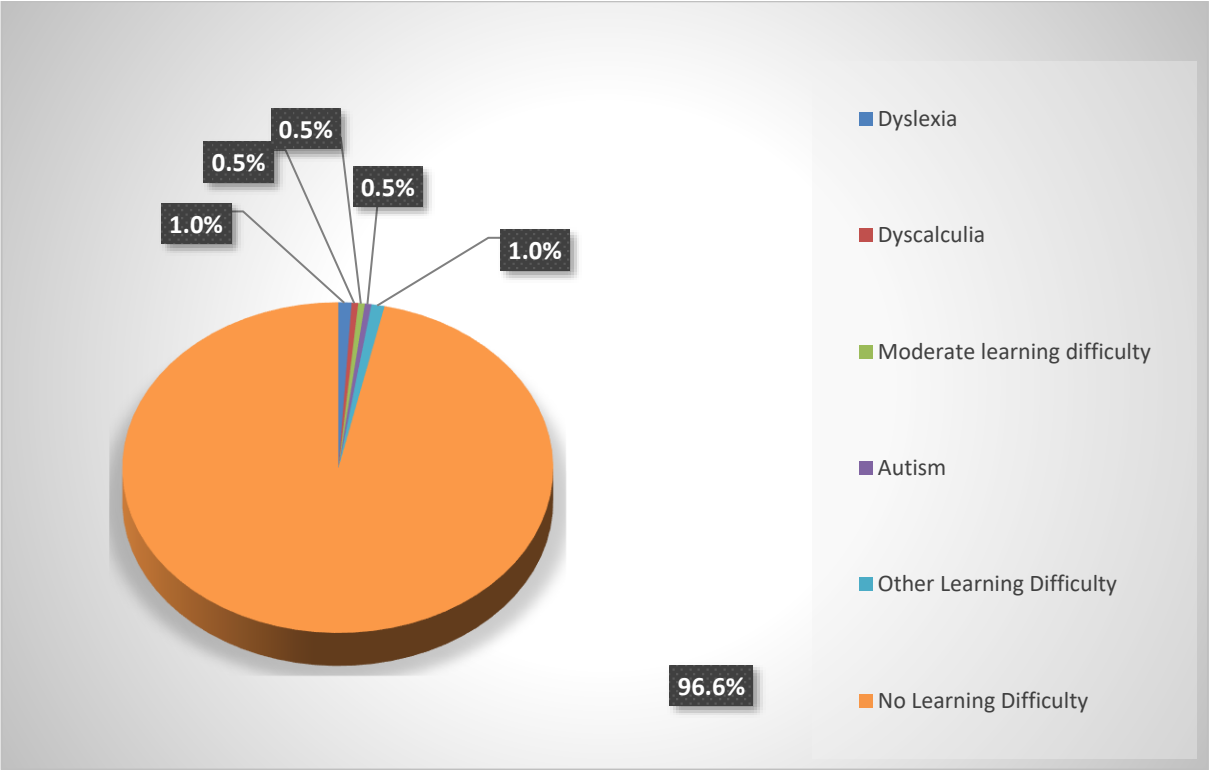
Figure XLV: 19+ Students with a Declared Learning Difficulty

All 19+ Students with a declared learning difficulty	% of Total Students	Student Numbers
Severe Learning Difficulty	0.0%	1
Dyslexia	2.0%	41
Autism Spectrum Disorder	0.6%	13
Dyscalculia	0.1%	3
Moderate learning difficulty	0.3%	7
Prefer not to say	0.2%	4
Other Learning Difficulty	0.2%	5
Other specific learning difficulty (e.g. Dyspraxia)	0.2%	5
No Difficulties	96.2%	1984
Total	100.0%	2063
<b>Declared Learning Difficulty</b>	<b>3.8%</b>	<b>79</b>

Windsor Forest Colleges Group  
 Figure XLVI: Breakdown of 19+ Students by Declared Learning Difficulty



Strode's College  
 Figure XLVII: Breakdown of 19+ Students by Learning Difficulty





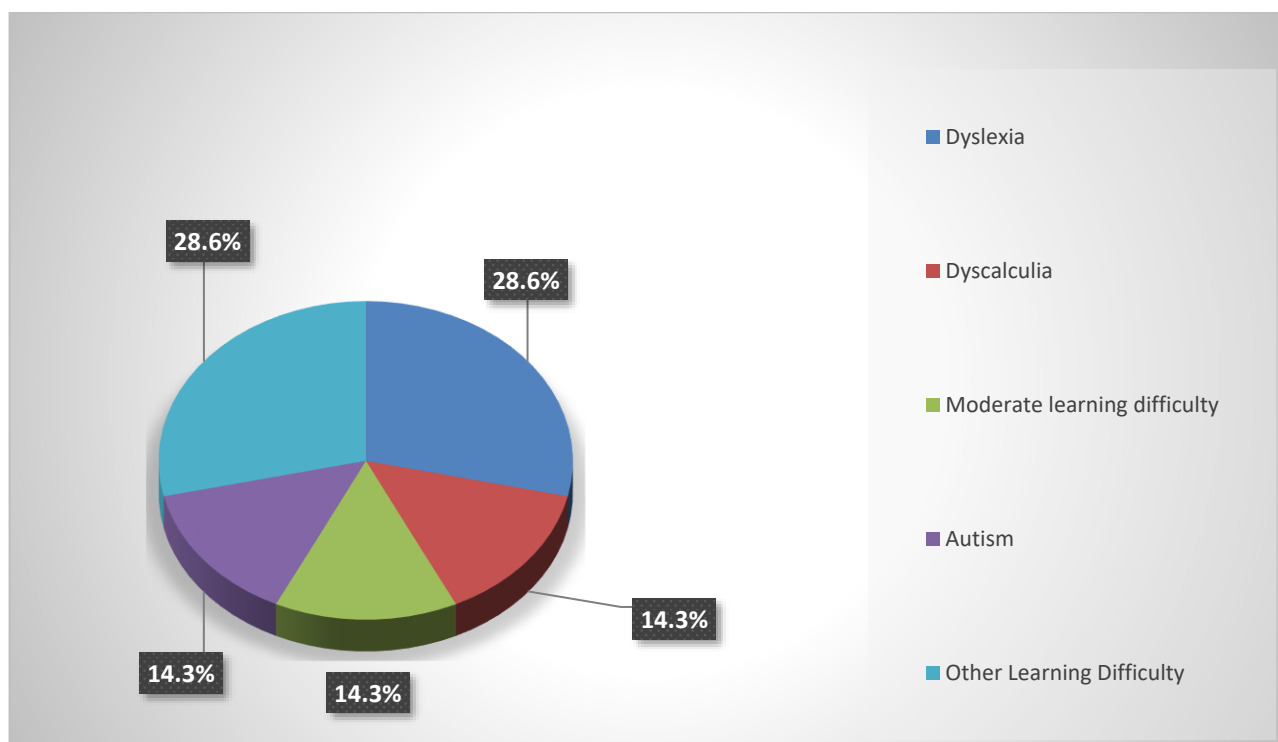
## Strode's College

Figure XLVIII: 19+ Students with a Declared Learning Difficulty

All 19+ Students with a declared learning difficulty	% of Total Students	Student Numbers
Dyslexia	1.0%	2
Dyscalculia	0.5%	1
Moderate learning difficulty	0.5%	1
Autism	0.5%	1
Other Learning Difficulty	1.0%	2
No Learning Difficulty	96.6%	197
Total	100.0%	204
<b>Declared Learning Difficulty</b>	<b>3.4%</b>	<b>7</b>

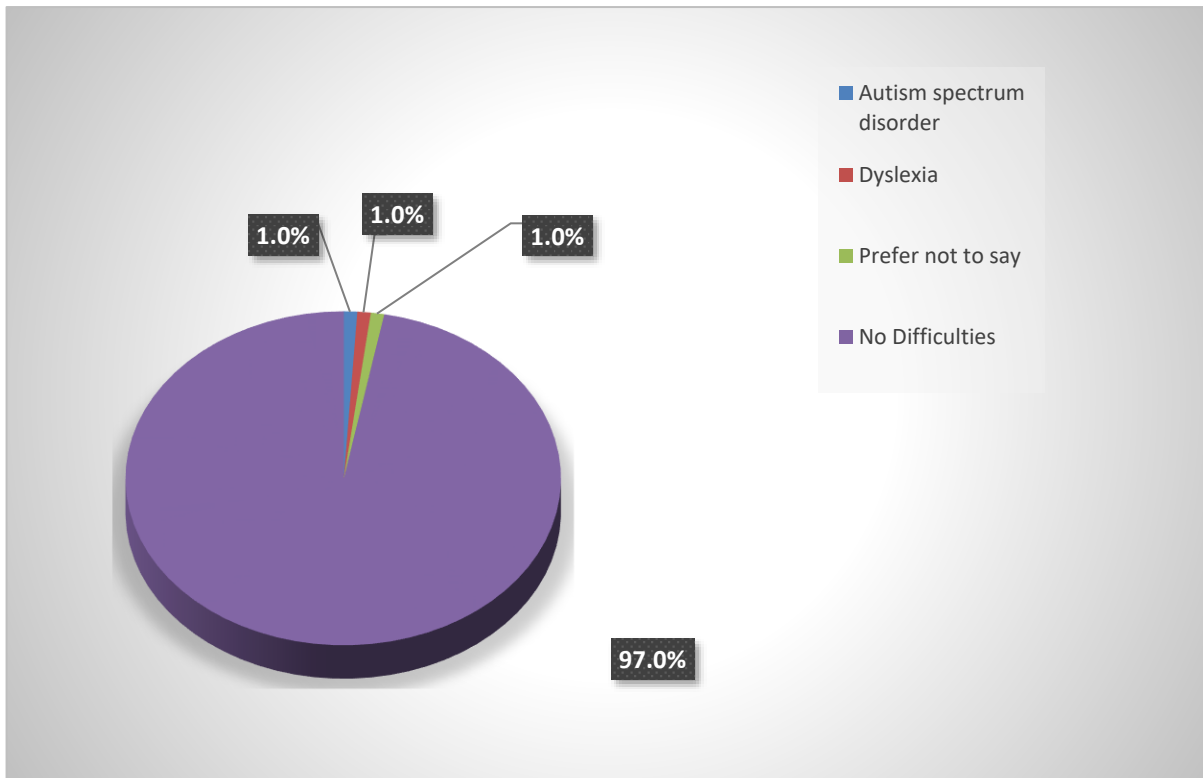
## Strodes College

Figure XLVIX: Breakdown of 19+ Students by Declared Learning Difficulty



## Windsor College

Figure L: Breakdown of 19+ Students by Learning Difficulty



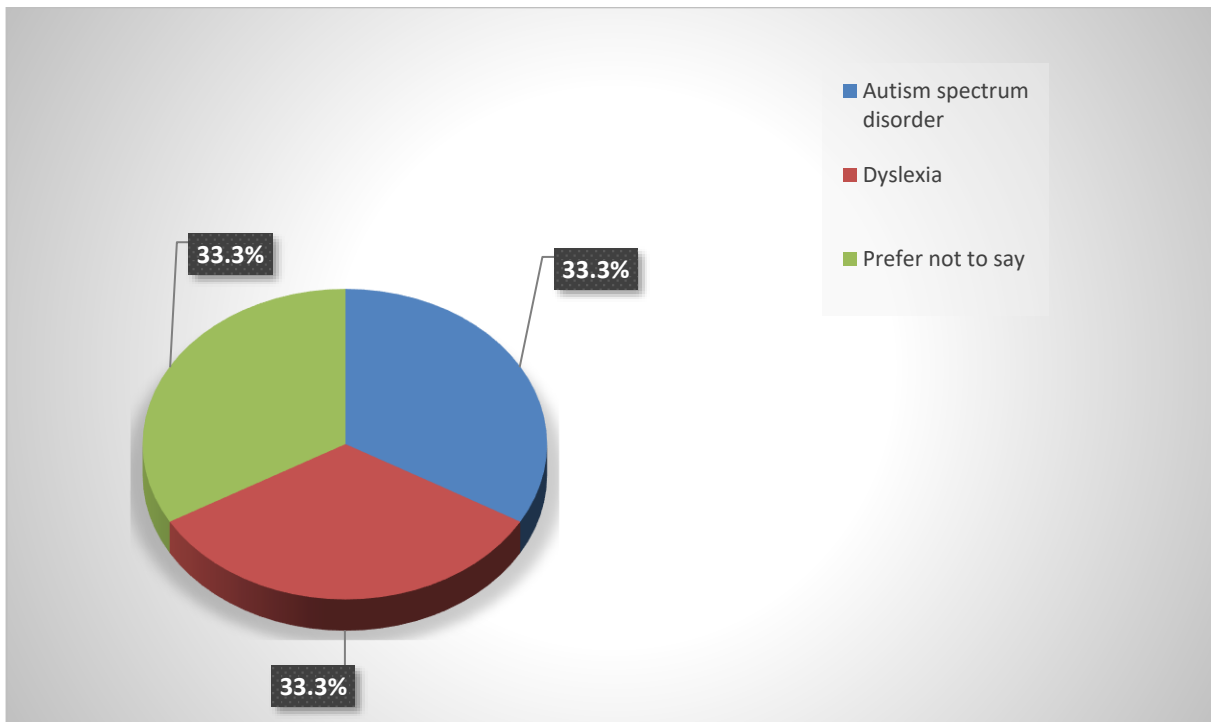
## Windsor College

Figure LI: 19+ Students with a Declared Learning Difficulty

All 19+ Students with a declared learning difficulty	% of Total Students	Student Numbers
Autism spectrum disorder	1.0%	2
Dyslexia	1.0%	2
Prefer not to say	1.0%	2
No Difficulties	97.0%	196
Total	100.0%	202
<b>Declared Learning Difficulty</b>	<b>3.0%</b>	<b>6</b>

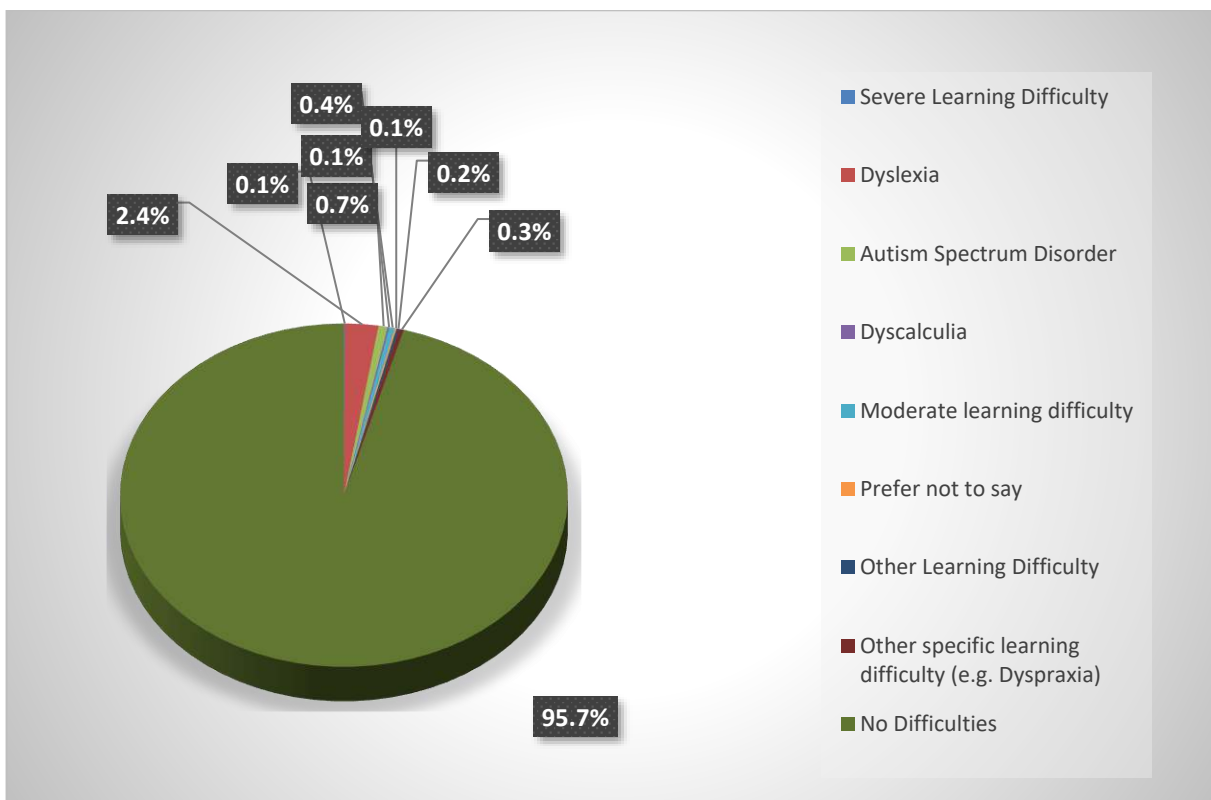
## Windsor College

Figure LII: Breakdown of 19+ Students by Declared Learning Difficulty



## Langley College

Figure LIII: Breakdown of 19+ Students by Learning Difficulty



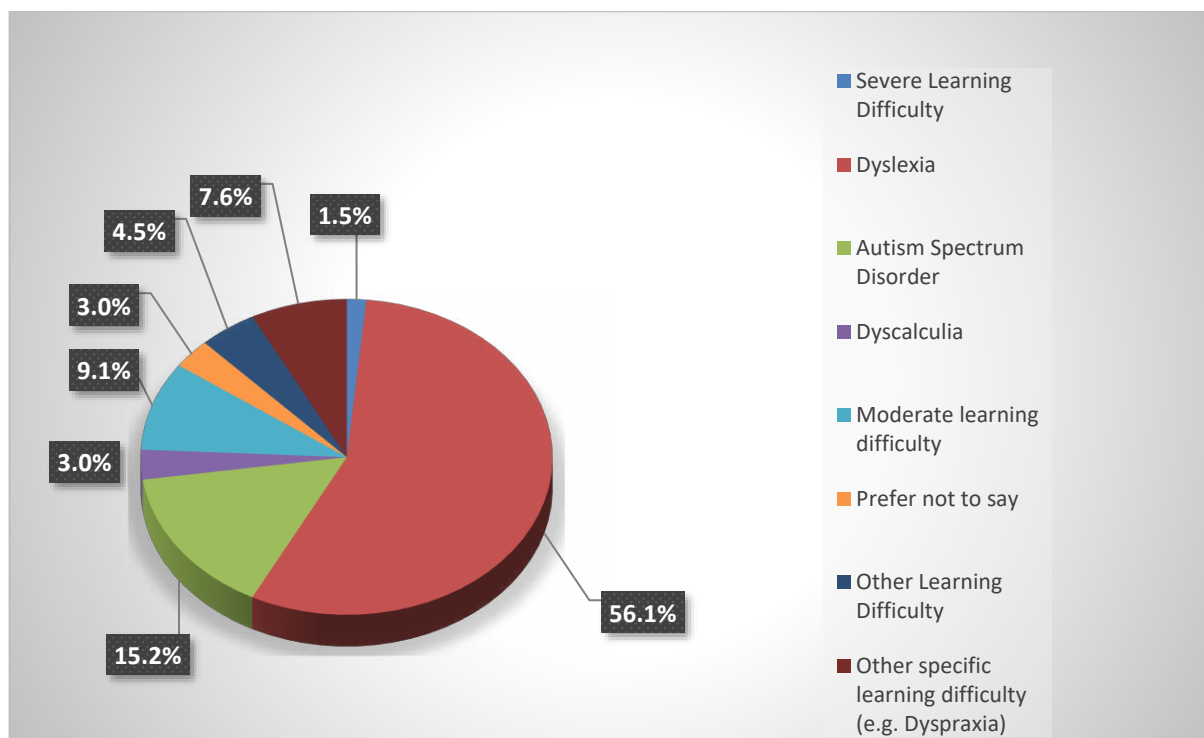
## Langley College

Figure LIV: 19+ Students with a Declared Learning Difficulty

All 19+ Students with a declared learning difficulty	% of Total Students	Student Numbers
Severe Learning Difficulty	0.1%	1
Dyslexia	2.4%	37
Autism Spectrum Disorder	0.7%	10
Dyscalculia	0.1%	2
Moderate learning difficulty	0.4%	6
Prefer not to say	0.1%	2
Other Learning Difficulty	0.2%	3
Other specific learning difficulty (e.g. Dyspraxia)	0.3%	5
No Difficulties	95.7%	1463
Total	100.0%	1529
<b>Declared Learning Difficulty</b>	<b>4.3%</b>	<b>66</b>

## Langley College

Figure LV: Breakdown of 19+ Students by Declared Learning Difficulty



## **What have we done to address any clearly identified disabilities or learning needs?**

The College Group values inclusion, which is supported in many ways. We have a well-qualified Learning Support Team that delivers flexible support for students who have learning difficulties and/or disabilities. In addition, in conjunction with the English and Maths teams, the Learning Support Team supports learners to develop skills in literacy, language and numeracy. Learners are supported in the classroom and through one to one support or small group workshops, with specialist staff assisting teachers to tailor the delivery of teaching and learning for students and to provide additional support as necessary.

At Langley and Windsor Colleges, Learning Support staff support learners on the Evolve Programme, at Entry 1, 2 and 3.

The team includes staff with specialist training to support students with a range of learning difficulties and support is in place to assist learners with personal care needs.

Specific support available is as follows:

- All students are given the opportunity to disclose any support needs at application, interview, enrolment and then on-programme. For students who develop support needs during the academic year, assessment and support plans are developed on a needs-led basis.
- The Learning Support (LS) team has very good ongoing links with key staff in our feeder schools.
- Our LS team ensures that all relevant staff are informed about any adjustments that need to be put in place for individual students. Information about a student's learning is recorded on the ILP system which all staff have access to.
- High needs learners are assessed via Learning Support processes prior to enrolment to ensure that appropriate support is in place from interview through to being on their chosen programme of study.
- The College has a contract with Adviza to provide impartial advice to LLDD learners. Unfortunately, due to College lockdown last year learners within the provision were unable to receive advice as part of their course and review process. This is now being rectified and a number of learners have accessed the support already in 2020-21.
- Support needs and related costs are effectively tracked and monitored via the Learning Support Manager.
- The EHCP and an overview of outcomes set for high needs learners is noted within ProMonitor to ensure that relevant information is available for all who work with the learner.
- A deep dive of high needs learners was completed in September 2020 and submitted to the Q and C Committee for discussion.
- Learners undertaking individual sessions within Learning Support complete an evaluation to assess their progress working towards agreed outcomes.
- There is close liaison with parents and lecturers in relation to reviewing learner progress and ensuring effective progression

## **Examples of successes in support for students with learning disabilities or needs:**

- Range of work experience opportunities for learners with diverse needs to develop their social, personal and employability skills.
- Funding secured for learners with high needs to ensure that support enables learners to develop their independence.
- Learners are safe and use the college environment to develop their skills in keeping themselves safe and healthy.

- Promotion of offer to feeder schools has led to an increase in the range of schools accessing Evolve.
- Focused curriculum delivery has enabled clearer routes of progression and individualised programmes for learners within the curriculum.
- Clear vision and realistic targets set to ensure that processes are in place to promote an inclusive environment ensuring that support is available from pre-enrolment to transition.
- Deployment of staff is tailored to meet learners' needs within curriculum across all sites, which ensures that learners have access to support to attain their qualifications and ambitions.
- Regular attendance at local authority meetings to ensure that the College works to current legislation and plans for current and potential learners.
- Clear processes to enable all learners/lecturers to disclose potential support needs, ensuring that support and assessments are in place to facilitate learner progression.
- Effective monitoring and support of learners within the College with an EHCP (123 with an EHCP)
- Achievement for 92 learners with an EHCP (outside of EVOLVE) studying at the WFCG was 67% compared to 77.1% achievement of learners within the same programmes of study. The Achievement Rates for 31 learners on the EVOLVE programme was 82%.
- Implementation of a consistent system to track Access Arrangements across the College Group.
- An external review of processes relating to ALS to ensure the ALS entitlement is effectively claimed for.
- Strong inter-team relationship between Learning Support and Student Services to ensure that learners are safe and that their wellbeing needs are addressed.
- Tighter processes in place to ensure that HE learners access appropriate support in a timely manner.
- A range of dedicated support available within the area (sign language communicators, facilitators, note takers).

## **Examples of Good Practice Case Studies across the College Group.**

### **Case Study 1**

Learning Support first met XX when he attended an interview session in October 2018. At this point he did not have an EHCP, he was attending a specialist school as he was recovering from mental health difficulties and coming to terms with his recently diagnosed ASD.

XX and the Learning Support team kept in touch via email after the interview session at which he was offered a place at Windsor to study for 3 A Levels. As XX had not been in mainstream school for 2 years, he was very concerned about attending a large college. XX would email and 'phone with his concerns – subjects, timetabling, lunch breaks – and these were discussed and strategies put in place. XX also visited the college at various times, so it did not feel too new when he started.

Towards the end of the summer term the EHCP Panel team received his newly written EHCP. The EHCP did not appear to reflect the student the college had accepted and the young man we had got to know; it mentioned severe mental health and violence related issues. The panel met to discuss the EHCP and decided to meet with XX so he could explain the issues raised in the EHCP. XX explained that these issues had begun to diminish, only occurred at home and he now had strategies in place to manage them. Learning Support liaised with his mental health worker who also confirmed that he had made great progress in managing his mental health and violence related difficulties. The Panel made the decision to accept the EHCP.

During the summer break, prior to starting in September, XX maintained contact with Learning Support and he requested support at enrolment and induction. XX found induction very difficult – unknown people, large groups, perceived lack of structure and began to question whether he would be able to study at a large college. Learning Support ensured that he met all his lecturers on this day so as they were not new faces once teaching started.

Once teaching started, 2-3 mentoring sessions per week with Learning Support were arranged, all lecturers were made aware of XX's difficulties and liaised with Learning Support. Difficulties and concerns from both XX and lecturers were discussed during the sessions and appropriate solutions/actions, were agreed. Learning Support also liaised with parents and XX's mental health worker, so as everyone who was involved with XX, inside or outside college, were involved in his re-integration into mainstream education. By the Christmas break, the requirement for mentoring sessions reduced and XX felt settled into college, all his lecturers were pleased with his progress. None of the violence related issues were witnessed at college and the possibility of removing these from his EHCP was discussed at review.

XX found lockdown very difficult, but once again regular mentoring sessions, this time either via Teams or on the 'phone, and having the opportunity to discuss confusing issues supported him through this time. Liaison between Learning Support, lecturers and parents continues to be vital for ensuring appropriate support is given and XX appreciates the fact that all involved are able to liaise over his support so as not to confuse him with too many messages.

XX has now started his final year of A Levels and has applied to university – he has already enquired about having a mentor at university.

## **Case Study 2**

XX started his journey with the WFCG in September 2018 at Windsor College. XX is a learner with an Education Health and Care Plan (EHCP) and has a diagnosis of Autism Spectrum Disorder (ASD), Dyslexia and Anxiety. After a detailed transition from XX's feeder school and meetings with XX, the local authority and his family agreed that although XX had the grades that meant he could progress into mainstream learning, the decision was made for him to start on the Evolve course to support his ASD and associated challenges that were presenting themselves at the time. He had a programme of support and education that focused on his Personal Development and Employability Skills.

XX successfully completed the 2 year course at Windsor and the Evolve team started to plan his transition to complete A Levels at Strode's College. Unfortunately due to lockdown the transition was completed remotely with XX, his parents and the Learning Support Manager. XX presented with a heightened level of anxiety partially due to the challenges that lockdown was presenting to him and the prospect of change. XX chose to enrol on 3 A Levels; Classical Civilisation, Graphic Design and 3D Art. At the point of enrolment he was incredibly anxious and his parents were concerned of his ability to cope with the new challenge and higher level of education.

XX attended his induction day and had 1-1 support at this stage, he was also introduced to the Learning Support Team and base room. Due to COVID-19 restrictions at this stage we had to minimise contact and crossover across the college so he still had new changes to encounter. During his first week he had a high level of support and daily mentoring meetings with the learning support manager. He was struggling with the fast moving challenges A Level study presents and during a meeting with college and parents it was discussed that maybe a reduced programme would be better suited for XX.

He, however, was determined to try and his parents supported his decision. The daily 1-1 support continued and he was encouraged to eventually attend classes on his own and email any concerns he had to his teachers and personal tutor.

During the past six weeks, support has taken a step back and XX has started to settle in well both academically and socially. He still accesses the Learning Support Area daily. He had an end of term mentor meeting and he is feeling that he has made the right choice to come to study at Strode's as he feels safe and fully supported by all staff who teach and support him.

XX also reflected on his previous years study on the Evolve programme and commented that it gave him the grounding and skills to access sixth form study which he would not have been able to do when he left school after his GCSEs. His journey so far within the College Group reflects that study and qualifications do not always need to be a linear journey and recognition of individual challenges and skills should always shape decisions made for a young person.

### **Case Study 3**

XX is a learner with an EHCP. She has delayed language skills and struggles with literacy and numeracy. At her previous school she achieved a Grade 4 GCSE English but had issues around using appropriate language and as a result of behavioural problems associated with this she was predominantly taught by SEN staff 1-1 out of class. She is generally a happy and friendly person who works hard however she can appear negative on occasions when she does not like the work she has been set; in particular in Maths.

XX moved to Langley College in the 2018/19 year and joined the Evolve 2 course. This is a programme with a high level of support and staff to learner ratio. XX received a high level of support for her academic development from learning coaches in class and was able to complete the units within her programme. Teachers and learning coaches worked with XX to help her develop her communication skills and she started to be able to form relationships with peers in class.

During her EHCP annual review her parents commented 'every day she comes to college and returns home, there is evident enhancement in her vocabulary and her ways of explaining things and with her siblings. She looks more confident than before and she is getting exposure which has helped to improve her self-confidence'.

In 2019-20, XX progressed to Evolve 1. She continued to receive a high level of support within her lessons and also started 2 sessions a week in a small group with a learning coach which focussed on developing her literacy and numeracy skills. She had regular weekly mentoring meetings with her liaison learning coach working on her communication and behaviour.

As evidence of how XX progressed in her communication and peer group relationships she was voted as class rep by her peers and she represented them at the Student Parliament. She commented '... it was amazing I enjoyed it a lot – what changes we can bring around college.'

During this year, XX started work experience at Sainsbury's as part of her programme of study, with support provided by learning coaches. Her work experience coordinator mentioned her good attendance and that she had been a great help to new learners.

XX completed her Evolve 1 programme of study and was supported by her liaison coach to apply for a supported Internship at the Hilton Hotel. Learning Support Managers supported her in preparing for her interview. It was a huge achievement for XX to be offered one of the few supported internships available at the Hilton Hotel and she successfully transitioned from college to the world of supported work in 20-21.

### **Case Study 4**

XX joined Langley College in 2016 on the Foundation Programme studying IT, Construction, and finally Painting and Decorating from Level 1 to Level 2. During that time, he worked extremely hard on his literacy and numeracy skills, finally achieving his Level 2 Functional Skills qualifications in Maths last year and Level 2 English in 2020. XX has an ASD diagnosis and has significant difficulties in social interaction and social communication; he also has learning difficulties. XX has an EHC plan with outcomes relating to his communication, social interaction and for him to gain accredited qualifications before leaving college.

In XX's final EHCP review meeting this year he said, "I still get nervous but will now talk to people. In class I will always ask for help from teachers and support. I also feel I have better strategies for dealing with my nerves".

His mum says, "...now he will speak on the 'phone which he would not do previously. XX still gets anxious when doing new things".

Since being at Langley, XX has been receiving support in class for all his lessons and has been attending one-to-one support for English and Maths helping him to achieve his hard-won goals.

XX commented on his support as follows: 'my learning coach provided guidance and support to me during my functional skills English at level 2 which I found very helpful and beneficial.'

XX has grown so much in confidence this year and now will instigate conversations with staff and his peers. We have seen a huge improvement in XX's general demeanour, and he seems to have



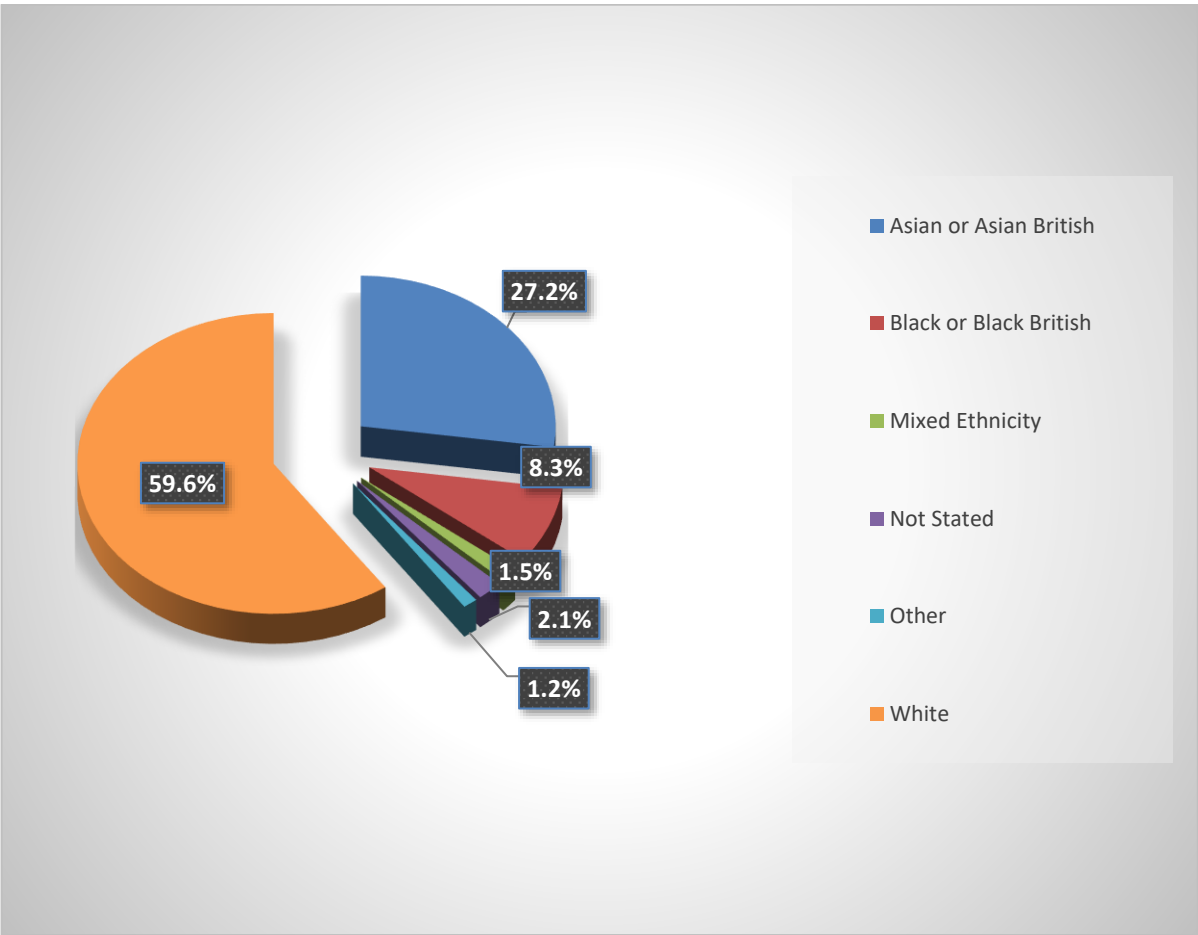
grown in confidence in his time here. Besides achieving his Level 2 Maths and English and vocational qualifications, XX has passed his driving test, and after several attempts at finding work this year, he has secured a full -job time job working at Pinewood Studios.

**Ethnicity**

**16-18 Year old students**

The total number of 16-18 students leaving courses last year across the WFCG in 2019-20 (Figure LVI below) is 5256. Note: Some students are on multiple courses. The largest declared ethnic group across this group of students is White, with 60% of students. 28% of students identify as Asian or Mixed race and just over 8% as Black or Black British. The largest proportions of students at each college by ethnicity are as follows: Strode's 79% White and 12% Asian/Asian British; Windsor 39% White and 43% Asian and Asian British; Langley 52% White and 34% Asian/Asian British.

**Windsor Forest Colleges Group**  
**Figure LVI: Breakdown of 16-18 Students by Ethnicity**



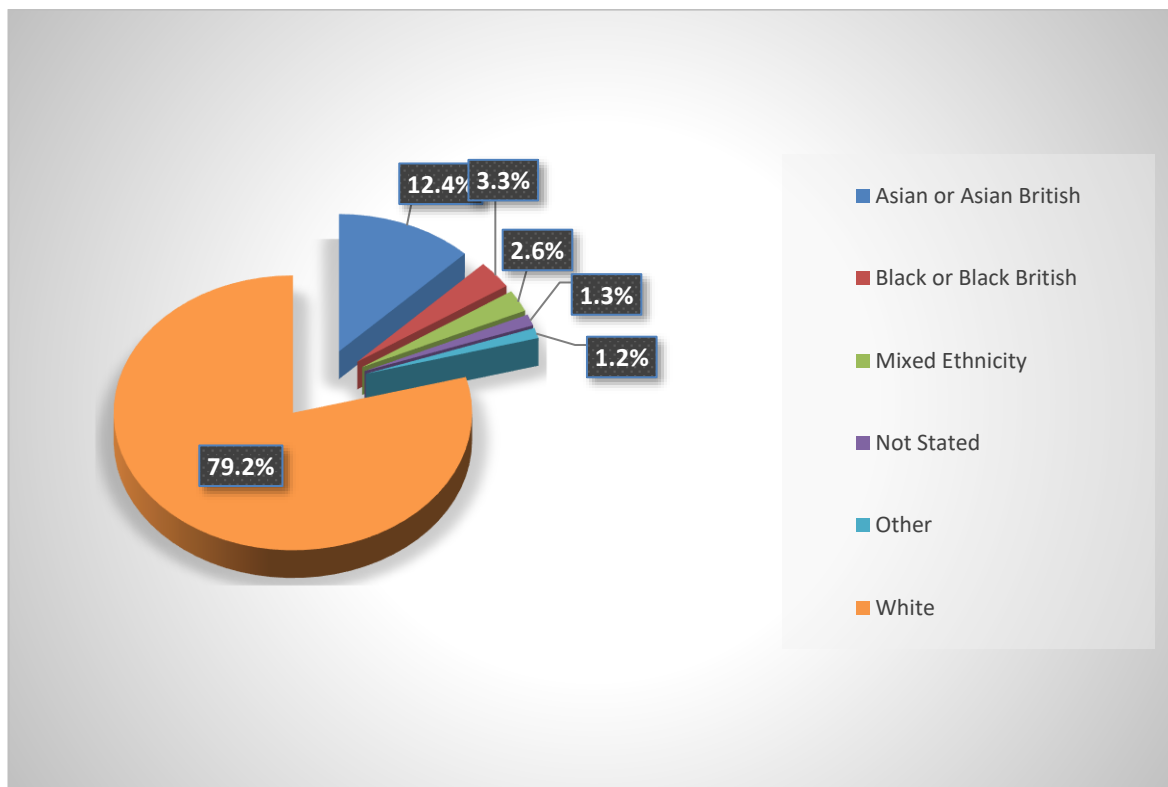
## Windsor Forest Colleges Group

Figure LVII: Ethnicity of 16-18 Year Old Students

	Sum of courses of leavers	%age
Asian or Asian British	1430	27%
Black or Black British	437	8%
Mixed Ethnicity	78	1%
Not Stated	112	2%
Other	64	1%
White	3135	60%
Total	5256	100%

## Strode's College

Figure LVIII: Breakdown of 16-18 Students by Ethnicity



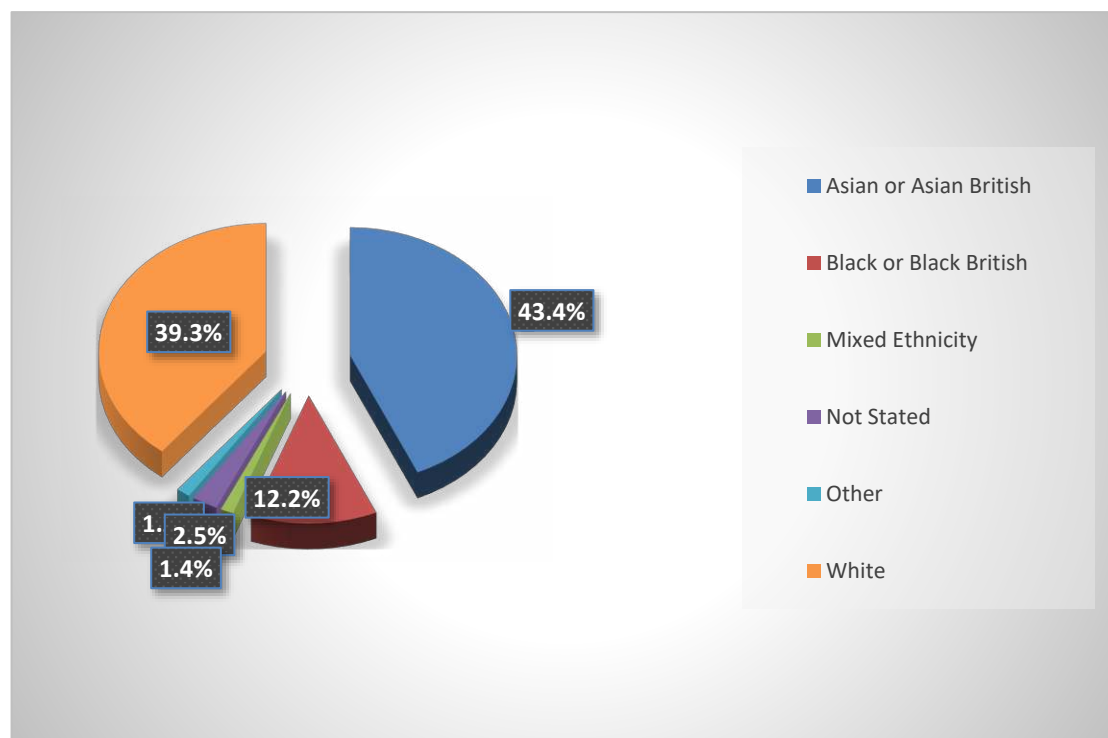
## Strode's College

Figure LIX: Ethnicity of 16-18 Year Old Students

	Sum of courses of leavers	%age
Asian or Asian British	204	12%
Black or Black British	54	3%
Mixed Ethnicity	42	3%
Not Stated	22	1%
Other	20	1%
White	1302	79%
Total	1644	100%

## Windsor College

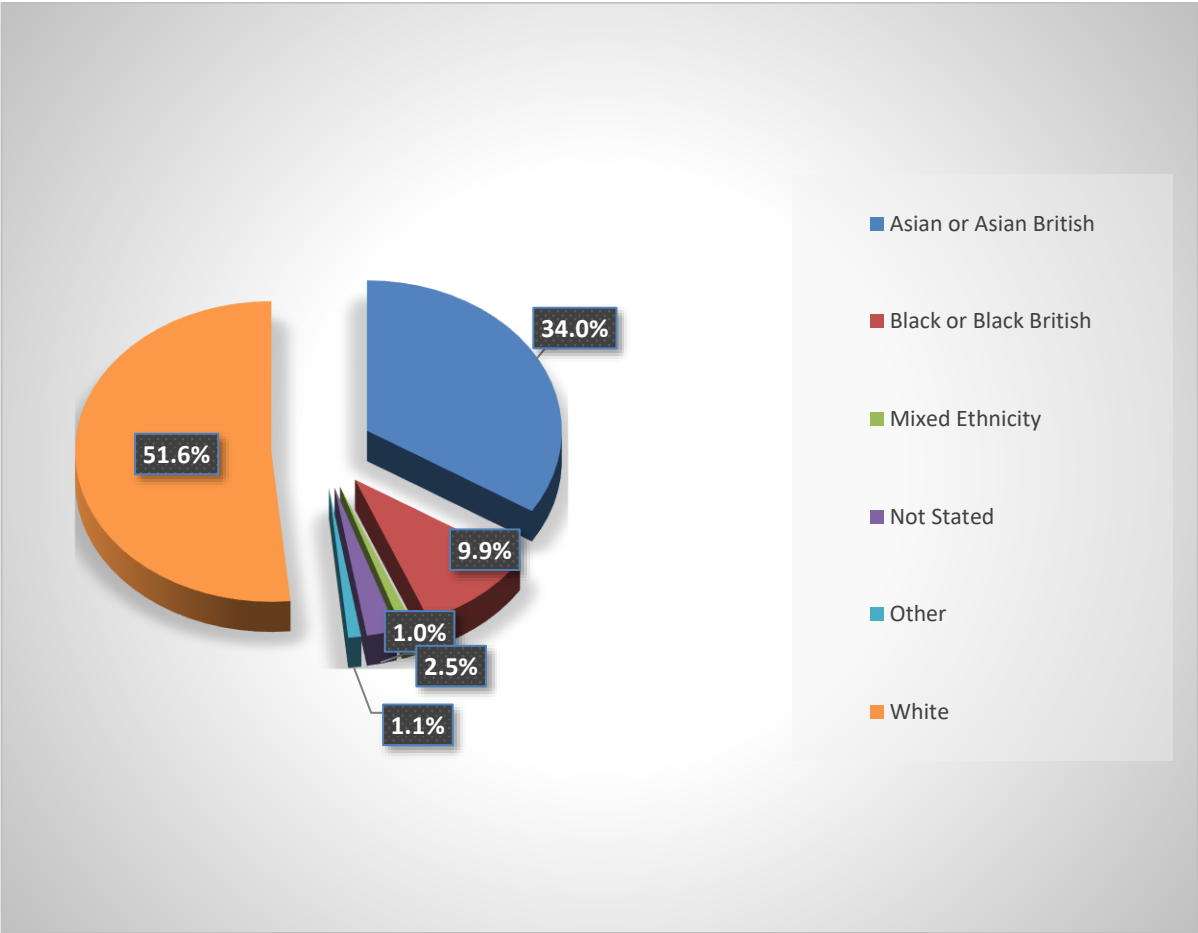
Figure LX: Breakdown of 16-18 Students by Ethnicity



Windsor College  
Figure LXI: Ethnicity of 16-18 Year Old Students

	Sum of courses of Leavers	%age
Asian or Asian British	384	43%
Black or Black British	108	12%
Mixed Ethnicity	11	1%
Not Stated	22	2%
Other	12	1%
White	348	39%
Total	885	100%

Langley College  
Figure LXII: Breakdown of 16-18 Students by Ethnicity



## Langley College

**Figure LXIII: Ethnicity of 16-18 Year Old Students**

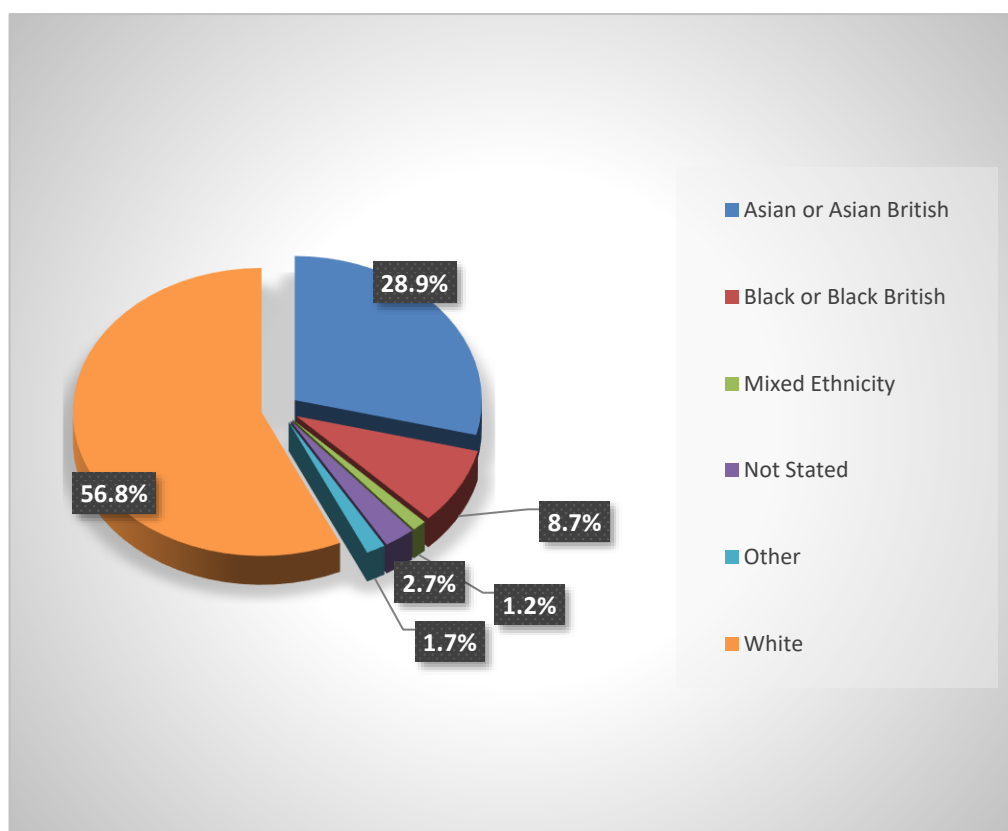
	Sum of courses of leavers	%age
Asian or Asian British	762	34%
Black or Black British	223	10%
Mixed Ethnicity	22	1%
Not Stated	56	2%
Other	24	1%
White	1157	52%
Total	2244	100%

## Ethnicity of 19+ Students

Of 4015 19+ students across the WFCG, the largest ethnic groups for 19+ adults are 'White' (57%) with 29% Asian or Asian British and 9% Black or Black British. The different proportions of minority groups at the different colleges reflect the different geographical context of each college.

## Windsor Forest Colleges Group

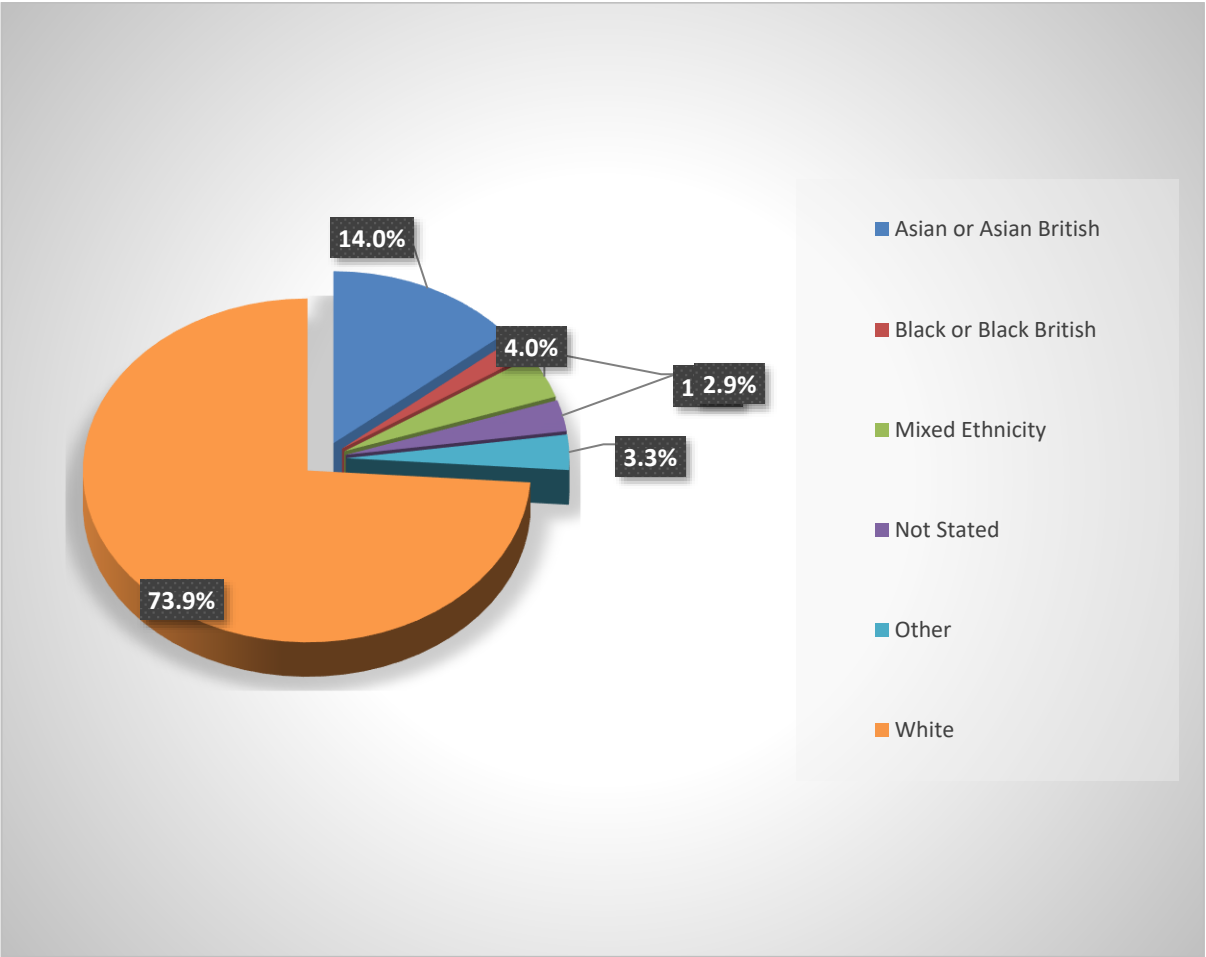
**Figure LXIV: Breakdown of 19+ Students by Ethnicity**



Windsor Forest Colleges Group  
 Figure LXV: Ethnicity of 19+ Students

	Sum of courses of leavers	%age
Asian or Asian British	1160	29%
Black or Black British	348	9%
Mixed Ethnicity	50	1%
Not Stated	108	3%
Other	67	2%
White	2282	57%
Total	4015	100%

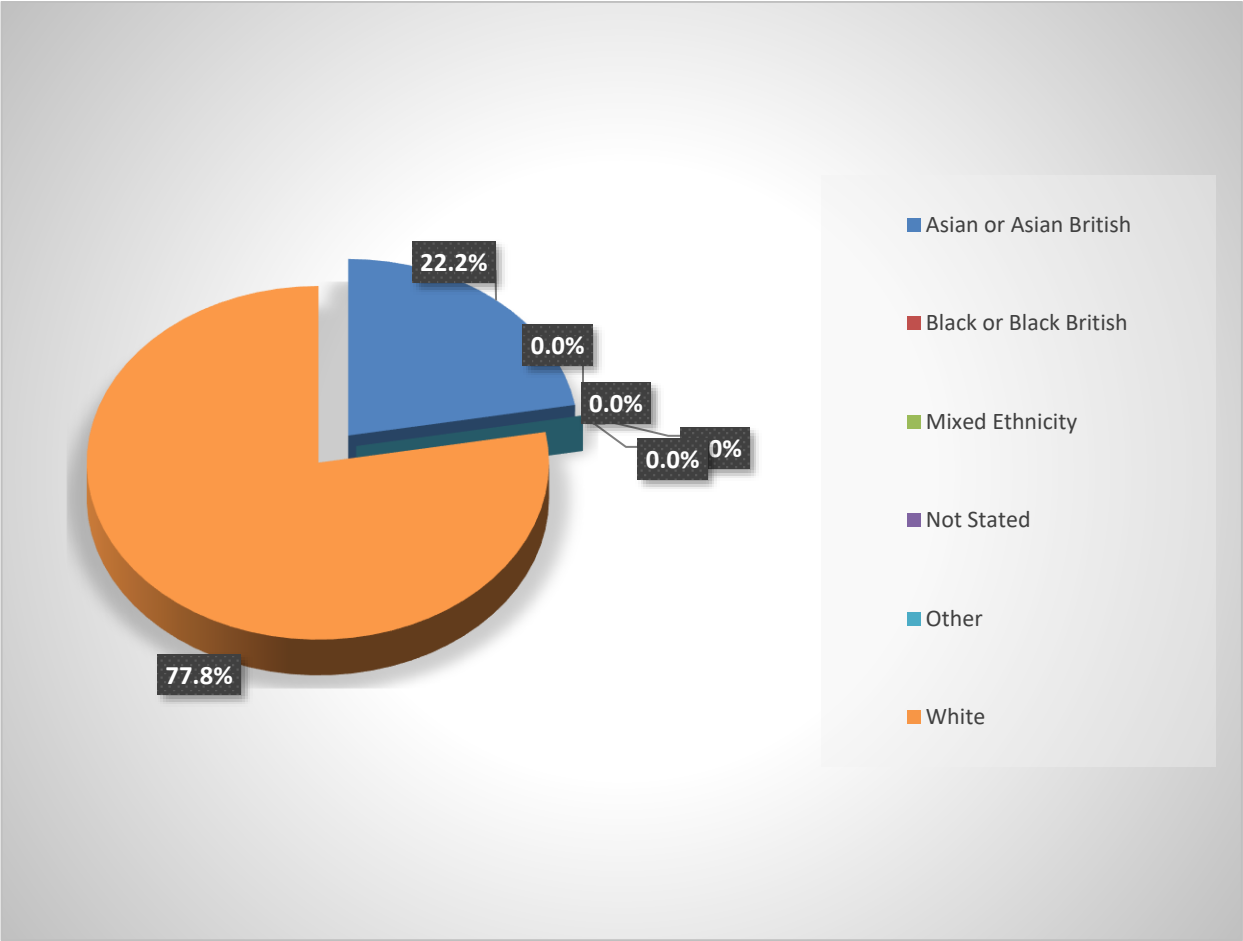
Strode’s College  
 Figure LXVI: Breakdown of 19+ Students by Ethnicity



**Strode’s College**  
**Figure LXVII: Ethnicity of 19+ Students**

	Sum of courses of leavers	%age
Asian or Asian British	38	14%
Black or Black British	5	2%
Mixed Ethnicity	11	4%
Not Stated	8	3%
Other	9	3%
White	201	74%
Total	272	100%

**Windsor College**  
**Figure LXVIII: Breakdown of 19+ Students by Ethnicity**



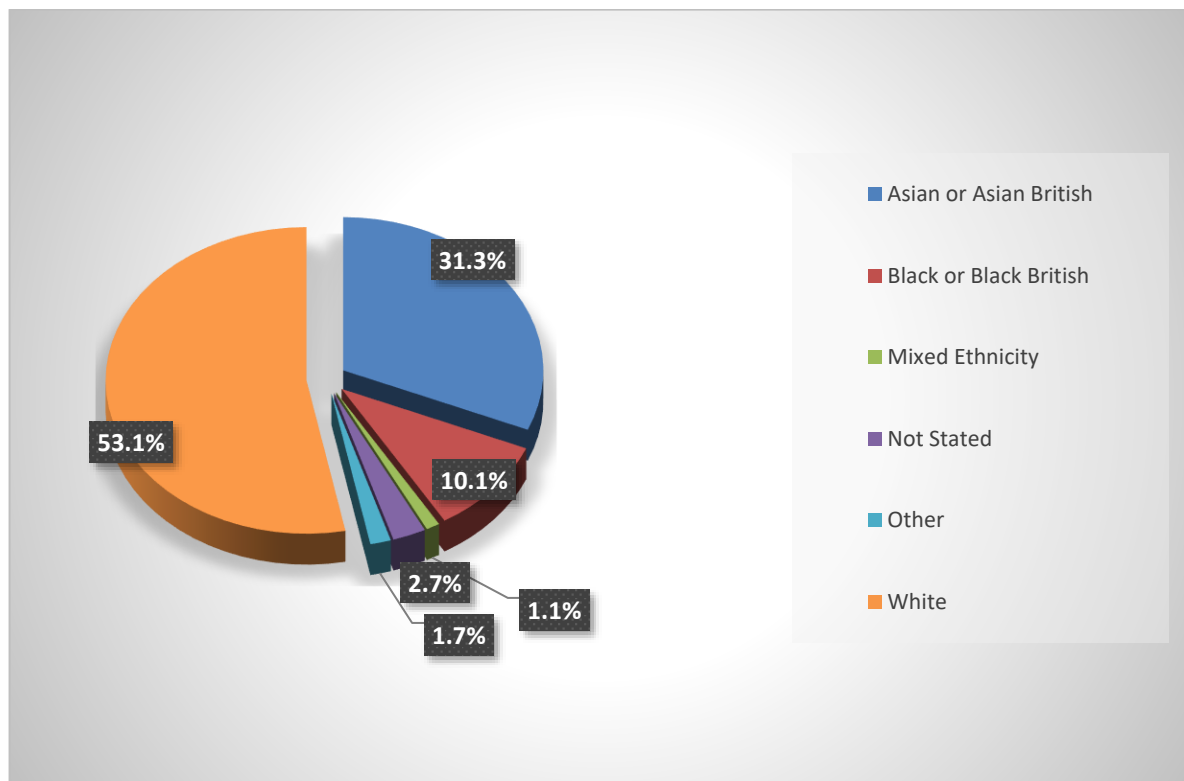
## Windsor College

**Figure LXIX: Ethnicity of 19+ Students**

	Sum of courses of leavers	%age
Asian or Asian British	6	22%
Black or Black British	0	0%
Mixed Ethnicity	0	0%
Not Stated	0	0%
Other	0	0%
White	21	78%
Total	27	100%

## Langley College

**Figure LXX: Breakdown of 19+ Students by Ethnicity**





**Langley College**  
**Figure LXXI: Ethnicity of 19+ Students**

	Sum of courses of leavers	%age
Asian or Asian British	993	31%
Black or Black British	320	10%
Mixed Ethnicity	35	1%
Not Stated	85	3%
Other	53	2%
White	1683	53%
Total	3169	100%

Windsor Forest Colleges Group

Figure LXXII: Summary of Achievement Rate of 16-18 Students  
by Ethnicity

			2017/18	2018/19	2019/20	SFC ave	GFE ave
By Ethnicity 16-18	<b>Bangladeshi</b>	Leavers	39	43	27		
		Achievement Rate	84.6%	88.4%	63.0%	86.00%	84.90%
	<b>Indian</b>	Leavers	406	371	478		
		Achievement Rate	81.8%	77.6%	80.8%	88.40%	87.00%
	<b>Pakistani</b>	Leavers	678	681	795		
		Achievement Rate	83.3%	77.8%	72.1%	87.70%	84.50%
	<b>Other Asian</b>	Leavers	172	193	114		
		Achievement Rate	75.0%	81.9%	79.8%	86.90%	85.40%
	<b>African</b>	Leavers	283	273	270		
		Achievement Rate	85.9%	82.1%	73.0%	86.50%	85.40%
	<b>Caribbean</b>	Leavers	75	76	95		
		Achievement Rate	82.7%	86.8%	69.5%	82.60%	79.10%
	<b>Other Black / African / Caribbean</b>	Leavers	54	84	72		
		Achievement Rate	0.0%	73.8%	61.1%	84.50%	81.90%
	<b>Chinese</b>	Leavers	12	22	16		
		Achievement Rate	100.0%	90.9%	75.0%	90.20%	89.30%
	<b>White and Asian</b>	Leavers	124	110	114		
		Achievement Rate	83.9%	77.3%	79.8%	83.80%	82.20%
	<b>White and Black African</b>	Leavers	47	43	31		
		Achievement Rate	83.0%	76.7%	67.7%	82.40%	80.50%
	<b>White and Black Caribbean</b>	Leavers	102	106	112		
		Achievement Rate	73.5%	73.6%	69.6%	76.90%	78.20%
	<b>Mixed – other mixed</b>	Leavers	95	79	78		
		Achievement Rate	76.8%	72.2%	83.3%	80.60%	81.10%
	<b>White – British</b>	Leavers	2846	2637	2311		
		Achievement Rate	78.6%	77.6%	75.1%	84.40%	83.40%
	<b>White – Irish</b>	Leavers	23	18	44		

		Achievement Rate	73.9%	100.0%	68.2%	82.60%	79.20%
	<b>White – other</b>	Leavers	559	579	523		
		Achievement Rate	80.3%	76.2%	71.1%	84.50%	84.30%
	<b>Any other</b>	Leavers	101	86	64		
		Achievement Rate	86.1%	80.2%	67.2%	83.90%	83.70%
	<b>Not provided</b>	Leavers	170	118	112		
		Achievement Rate	80.0%	75.4%	77.7%	80.70%	82.30%

Windsor Forest Colleges Group

Figure LXXIII: Summary of Achievement Rate of 19+ Students by Ethnicity

By Ethnicity 19+			2017/18	2018/19	2019/20	SFC ave	GFE ave
	<b>Bangladeshi</b>	Leavers	32	25	28		
		Achievement Rate	71.9%	72.0%	71.4%	93.20%	91.60%
	<b>Indian</b>	Leavers	411	317	471		
		Achievement Rate	87.3%	83.0%	78.3%	91.20%	90.30%
	<b>Pakistani</b>	Leavers	517	373	418		
		Achievement Rate	86.3%	81.5%	75.4%	92.70%	89.10%
	<b>Other Asian</b>	Leavers	281	258	235		
		Achievement Rate	87.9%	81.4%	77.9%	83.40%	88.20%
	<b>African</b>	Leavers	310	196	264		
		Achievement Rate	76.8%	80.1%	66.3%	86.90%	87.50%
	<b>Caribbean</b>	Leavers	86	35	34		
		Achievement Rate	82.6%	80.0%	50.0%	85.20%	87.70%
	<b>Other Black / African / Caribbean</b>	Leavers	33	23	50		
		Achievement Rate	0.0%	73.9%	62.0%	89.50%	87.70%
	<b>Chinese</b>	Leavers	37	11	8		
		Achievement Rate	83.8%	63.6%	100.0%	88.20%	90.40%
	<b>White and Asian</b>	Leavers	31	20	32		
		Achievement Rate	74.2%	85.0%	68.8%	57.60%	87.90%
	<b>White and Black African</b>	Leavers	23	12	15		
		Achievement Rate	78.3%	100.0%	66.7%	80.90%	87.50%
	<b>White and Black Caribbean</b>	Leavers	38	24	32		
		Achievement Rate	94.7%	87.5%	68.8%	86.50%	87.10%
	<b>Mixed – other mixed</b>	Leavers	43	34	50		
		Achievement Rate	93.0%	82.4%	64.0%	83.10%	88.50%
	<b>White – British</b>	Leavers	925	902	1198		
		Achievement Rate	86.2%	85.8%	75.7%	88.40%	90.60%
	<b>White – Irish</b>	Leavers	12	5	18		
		Achievement Rate	75.0%	100.0%	77.8%	89.80%	90.80%
	<b>White – other</b>	Leavers	1783	982	987		

		Achievement Rate	88.1%	80.8%	75.7%	78.10%	90.10%
	Any other	Leavers	61	66	67		
		Achievement Rate	82.0%	62.1%	70.1%	78.10%	89.20%
	Not provided	Leavers	46	130	108		
		Achievement Rate	73.9%	85.4%	75.0%	81.50%	90.90%

Figure LXXIV: Summary of Achievement Rate of 16-18 Students by Ethnicity

			2017/18	2018/19	2019/20	SFC ave	GFE ave
By Ethnicity 16-18	<b>Bangladeshi</b>	Leavers	21	18	14		
		Achievement Rate	90.5%	94.4%	78.6%	86.00%	84.90%
	<b>Indian</b>	Leavers	77	112	72		
		Achievement Rate	90.9%	83.0%	87.5%	88.40%	87.00%
	<b>Pakistani</b>	Leavers	35	35	60		
		Achievement Rate	85.7%	91.4%	78.3%	87.70%	84.50%
	<b>Other Asian</b>	Leavers	46	54	52		
		Achievement Rate	80.4%	85.2%	84.6%	86.90%	85.40%
	<b>African</b>	Leavers	51	39	39		
		Achievement Rate	90.2%	87.2%	79.5%	86.50%	85.40%
	<b>Caribbean</b>	Leavers	12	6	7		
		Achievement Rate	91.7%	100.0%	100.0%	82.60%	79.10%
	<b>Other Black / African / Caribbean</b>	Leavers	36	19	8		
		Achievement Rate	0.0%	68.4%	50.0%	84.50%	81.90%
	<b>Chinese</b>	Leavers	8	15	6		
		Achievement Rate	100.0%	93.3%	50.0%	90.20%	89.30%
	<b>White and Asian</b>	Leavers	62	57	53		
		Achievement Rate	85.5%	87.7%	92.5%	83.80%	82.20%
	<b>White and Black African</b>	Leavers	17	13	5		
		Achievement Rate	88.2%	84.6%	100.0%	82.40%	80.50%
	<b>White and Black Caribbean</b>	Leavers	44	30	27		
		Achievement Rate	81.8%	70.0%	55.6%	76.90%	78.20%
	<b>Mixed – other mixed</b>	Leavers	36	31	42		
		Achievement Rate	88.9%	80.6%	92.9%	80.60%	81.10%
	<b>White – British</b>	Leavers	1408	1355	1087		
		Achievement Rate	84.7%	84.6%	82.6%	84.40%	83.40%
	<b>White – Irish</b>	Leavers	9	12	16		
		Achievement Rate	66.7%	100.0%	68.8%	82.60%	79.20%
	<b>White – other</b>	Leavers	137	156	114		

		Achievement Rate	81.8%	72.4%	81.6%	84.50%	84.30%
	<b>Any other</b>	Leavers	28	21	20		
		Achievement Rate	89.3%	71.4%	70.0%	83.90%	83.70%
	<b>Not provided</b>	Leavers	13	22	22		
		Achievement Rate	76.9%	72.7%	100.0%	80.70%	82.30%

Figure LXXV: Summary of Achievement Rate of 19+ Students by Ethnicity

By Ethnicity 19+			2017/18	2018/19	2019/20	SFC ave	GFE ave
	<b>Bangladeshi</b>	Leavers	3	7	5		
		Achievement Rate	100.0%	71.4%	40.0%	93.20%	91.60%
	<b>Indian</b>	Leavers	18	6	6		
		Achievement Rate	83.3%	66.7%	100.0%	91.20%	90.30%
	<b>Pakistani</b>	Leavers	4	5	10		
		Achievement Rate	0.0%	80.0%	100.0%	92.70%	89.10%
	<b>Other Asian</b>	Leavers	5	14	15		
		Achievement Rate	80.0%	78.6%	86.7%	83.40%	88.20%
	<b>African</b>	Leavers	3	5	5		
		Achievement Rate	66.7%	80.0%	60.0%	86.90%	87.50%
	<b>Caribbean</b>	Leavers	0	2	0		
		Achievement Rate	0.0%	50.0%	0.0%	85.20%	87.70%
	<b>Other Black / African / Caribbean</b>	Leavers	1	2	0		
		Achievement Rate	0.0%	50.0%	0.0%	89.50%	87.70%
	<b>Chinese</b>	Leavers	5	5	2		
		Achievement Rate	60.0%	60.0%	100.0%	88.20%	90.40%
	<b>White and Asian</b>	Leavers	6	-	1		
		Achievement Rate	66.7%	-	100.0%	57.60%	87.90%
	<b>White and Black African</b>	Leavers	3	2	4		
		Achievement Rate	100.0%	100.0%	100.0%	80.90%	87.50%
	<b>White and Black Caribbean</b>	Leavers	5	4	2		
		Achievement Rate	100.0%	50.0%	50.0%	86.50%	87.10%
	<b>Mixed – other mixed</b>	Leavers	3	5	11		
		Achievement Rate	33.3%	60.0%	27.3%	83.10%	88.50%
	<b>White – British</b>	Leavers	101	112	67		
		Achievement Rate	87.1%	78.6%	79.1%	88.40%	90.60%
	<b>White – Irish</b>	Leavers	2	1	2		
		Achievement Rate	50.0%	100.0%	100.0%	89.80%	90.80%
	<b>White – other</b>	Leavers	156	164	126		



		Achievement Rate	78.8%	69.5%	58.7%	78.10%	90.10%
	<b>Any other</b>	Leavers	1	1	9		
		Achievement Rate	100.0%	100.0%	44.4%	78.10%	89.20%
	<b>Not provided</b>	Leavers	0	7	8		
		Achievement Rate	0.0%	71.4%	62.5%	81.50%	90.90%

Figure LXXVI: Summary of Achievement Rate of 16-18 Students by Ethnicity

		2017/18	2018/19	2019/20	SFC ave	GFE ave
By Ethnicity 16-18	<b>Bangladeshi</b>	Leavers	6	9	1	
		Achievement Rate	83.3%	88.9%	100.0%	86.00% 84.90%
	<b>Indian</b>	Leavers	128	100	141	
		Achievement Rate	72.7%	73.0%	90.8%	88.40% 87.00%
	<b>Pakistani</b>	Leavers	175	178	216	
		Achievement Rate	80.6%	75.3%	88.0%	87.70% 84.50%
	<b>Other Asian</b>	Leavers	27	42	26	
		Achievement Rate	59.3%	66.7%	100.0%	86.90% 85.40%
	<b>African</b>	Leavers	47	39	72	
		Achievement Rate	78.7%	79.5%	80.6%	86.50% 85.40%
	<b>Caribbean</b>	Leavers	16	17	23	
		Achievement Rate	81.3%	88.2%	82.6%	82.60% 79.10%
	<b>Other Black / African / Caribbean</b>	Leavers	1	9	13	
		Achievement Rate	0.0%	88.9%	100.0%	84.50% 81.90%
	<b>Chinese</b>	Leavers	1	0	0	
		Achievement Rate	100.0%	-	-	90.20% 89.30%
	<b>White and Asian</b>	Leavers	22	21	16	
		Achievement Rate	81.8%	76.2%	93.8%	83.80% 82.20%
	<b>White and Black African</b>	Leavers	3	10	3	
		Achievement Rate	100.0%	60.0%	100.0%	82.40% 80.50%
	<b>White and Black Caribbean</b>	Leavers	11	25	11	
		Achievement Rate	45.5%	76.0%	100.0%	76.90% 78.20%
	<b>Mixed – other mixed</b>	Leavers	22	19	11	
		Achievement Rate	77.3%	52.6%	90.9%	80.60% 81.10%
	<b>White – British</b>	Leavers	308	288	244	
		Achievement Rate	66.9%	77.4%	84.8%	84.40% 83.40%
	<b>White – Irish</b>	Leavers	6	3	3	
		Achievement Rate	100.0%	100.0%	100.0%	82.60% 79.20%
	<b>White – other</b>	Leavers	71	73	71	

		Achievement Rate	73.2%	76.7%	90.1%	84.50%	84.30%
	<b>Any other</b>	Leavers	22	25	12		
		Achievement Rate	68.2%	84.0%	100.0%	83.90%	83.70%
	<b>Not provided</b>	Leavers	34	29	22		
		Achievement Rate	76.5%	69.0%	100.0%	80.70%	82.30%

Figure LXXVII: Summary of Achievement Rate of 19+ Students by Ethnicity

			2017/18	2018/19	2019/20	SFC ave	GFE ave
By Ethnicity 19+	Bangladeshi	Leavers	0	-	-		
		Achievement Rate	0.0%	-	-	93.20%	91.60%
	Indian	Leavers	5	1	-		
		Achievement Rate	100.0%	100.0%	-	91.20%	90.30%
	Pakistani	Leavers	13	19	5		
		Achievement Rate	92.3%	68.4%	100.0%	92.70%	89.10%
	Other Asian	Leavers	2	6	1		
		Achievement Rate	100.0%	100.0%	100.0%	83.40%	88.20%
	African	Leavers	1	-	-		
		Achievement Rate	0.0%	-	-	86.90%	87.50%
	Caribbean	Leavers	0	-	-		
		Achievement Rate	0.0%	-	-	85.20%	87.70%
	Other Black / African / Caribbean	Leavers	0	-	-		
		Achievement Rate	0.0%	-	-	89.50%	87.70%
	Chinese	Leavers	3	-	-		
		Achievement Rate	66.7%	-	-	88.20%	90.40%
	White and Asian	Leavers	1	-	-		
		Achievement Rate	100.0%	-	-	57.60%	87.90%
	White and Black African	Leavers	2	-	1		
		Achievement Rate	50.0%	-	0.0%	80.90%	87.50%
	White and Black Caribbean	Leavers	1	-	-		
		Achievement Rate	100.0%	-	-	86.50%	87.10%
	Mixed – other mixed	Leavers	0	-	-		
		Achievement Rate	0.0%	-	-	83.10%	88.50%
	White – British	Leavers	13	9	13		
		Achievement Rate	46.2%	77.8%	100.0%	88.40%	90.60%
	White – Irish	Leavers	0	-	-		
		Achievement Rate	0.0%	-	-	89.80%	90.80%
	White – other	Leavers	4	8	7		

		Achievement Rate	100.0%	87.5%	100.0%	78.10%	90.10%
	<b>Any other</b>	Leavers	0	4	-		
		Achievement Rate	0.0%	0.0%	-	78.10%	89.20%
	<b>Not provided</b>	Leavers	0	0	-		
		Achievement Rate	0.0%	0.0%	-	81.50%	90.90%

Figure LXXVIII: Summary of Achievement Rate of 16-18 Students by Ethnicity

			2017/18	2018/19	2019/20	SFC ave	GFE ave
By Ethnicity 16-18	<b>Bangladeshi</b>	Leavers	12	16	9		
		Achievement Rate	75.0%	81.3%	55.6%	86.00%	84.90%
	<b>Indian</b>	Leavers	201	165	214		
		Achievement Rate	84.1%	77.6%	75.2%	88.40%	87.00%
	<b>Pakistani</b>	Leavers	468	468	428		
		Achievement Rate	84.2%	77.8%	69.6%	87.70%	84.50%
	<b>Other Asian</b>	Leavers	99	97	101		
		Achievement Rate	76.8%	86.6%	70.3%	86.90%	85.40%
	<b>African</b>	Leavers	185	195	135		
		Achievement Rate	86.5%	81.5%	76.3%	86.50%	85.40%
	<b>Caribbean</b>	Leavers	47	53	45		
		Achievement Rate	80.9%	84.9%	71.1%	82.60%	79.10%
	<b>Other Black / African / Caribbean</b>	Leavers	17	56	43		
		Achievement Rate	0.0%	73.2%	60.5%	84.50%	81.90%
	<b>Chinese</b>	Leavers	3	7	10		
		Achievement Rate	100.0%	85.7%	90.0%	90.20%	89.30%
	<b>White and Asian</b>	Leavers	40	32	37		
		Achievement Rate	82.5%	59.4%	70.3%	83.80%	82.20%
	<b>White and Black African</b>	Leavers	27	20	16		
		Achievement Rate	77.8%	80.0%	56.3%	82.40%	80.50%
	<b>White and Black Caribbean</b>	Leavers	47	51	57		
		Achievement Rate	72.3%	74.5%	77.2%	76.90%	78.20%
	<b>Mixed – other mixed</b>	Leavers	37	29	22		
		Achievement Rate	64.9%	75.9%	68.2%	80.60%	81.10%
	<b>White – British</b>	Leavers	1130	994	753		
		Achievement Rate	74.2%	68.0%	68.9%	84.40%	83.40%
	<b>White – Irish</b>	Leavers	8	3	20		
		Achievement Rate	62.5%	100.0%	65.0%	82.60%	79.20%
	<b>White – other</b>	Leavers	351	350	274		

		Achievement Rate	81.2%	77.7%	69.0%	84.50%	84.30%
	<b>Any other</b>	Leavers	51	40	24		
		Achievement Rate	92.2%	82.5%	62.5%	83.90%	83.70%
	<b>Not provided</b>	Leavers	123	67	56		
		Achievement Rate	81.3%	79.1%	73.2%	80.70%	82.30%

Figure LXXIX: Summary of Achievement Rate of 19+ Students by Ethnicity

			2017/18	2018/19	2019/20	SFC ave	GFE ave
By Ethnicity 19+	<b>Bangladeshi</b>	Leavers	23	18	20		
		Achievement Rate	82.6%	72.2%	80.0%	93.20%	91.60%
	<b>Indian</b>	Leavers	311	310	395		
		Achievement Rate	84.2%	83.2%	80.3%	91.20%	90.30%
	<b>Pakistani</b>	Leavers	425	349	360		
		Achievement Rate	84.7%	82.2%	75.8%	92.70%	89.10%
	<b>Other Asian</b>	Leavers	245	238	213		
		Achievement Rate	90.6%	81.1%	77.5%	83.40%	88.20%
	<b>African</b>	Leavers	211	191	249		
		Achievement Rate	77.7%	80.1%	65.9%	86.90%	87.50%
	<b>Caribbean</b>	Leavers	45	33	27		
		Achievement Rate	82.2%	81.8%	48.1%	85.20%	87.70%
	<b>Other Black / African / Caribbean</b>	Leavers	18	21	44		
		Achievement Rate	0.0%	76.2%	61.4%	89.50%	87.70%
	<b>Chinese</b>	Leavers	22	6	5		
		Achievement Rate	81.8%	66.7%	100.0%	88.20%	90.40%
	<b>White and Asian</b>	Leavers	16	20	30		
		Achievement Rate	93.8%	85.0%	66.7%	57.60%	87.90%
	<b>White and Black African</b>	Leavers	21	10	7		
		Achievement Rate	71.4%	100.0%	42.9%	80.90%	87.50%
	<b>White and Black Caribbean</b>	Leavers	25	20	27		
		Achievement Rate	84.0%	95.0%	70.4%	86.50%	87.10%
	<b>Mixed – other mixed</b>	Leavers	61	29	35		
		Achievement Rate	88.5%	86.2%	80.0%	83.10%	88.50%
	<b>White – British</b>	Leavers	553	781	841		
		Achievement Rate	81.4%	86.9%	79.5%	88.40%	90.60%
	<b>White – Irish</b>	Leavers	5	5	13		
		Achievement Rate	80.0%	100.0%	69.2%	89.80%	90.80%
	<b>White – other</b>	Leavers	1014	810	765		



		Achievement Rate	85.6%	83.0%	80.5%	78.10%	90.10%
	<b>Any other</b>	Leavers	66	61	53		
		Achievement Rate	69.7%	65.6%	75.5%	78.10%	89.20%
	<b>Not provided</b>	Leavers	132	123	85		
		Achievement Rate	89.4%	86.2%	75.3%	81.50%	90.90%

## Gender

### The Windsor Forest Colleges Group

Figure LXXX: Breakdown of 16-18 and 19+s Students by Gender

Campus Group	Age Range	Sex	%	Learner Count
Windsor Forest Colleges Group	16-18	Male	52.3%	1401
Windsor Forest Colleges Group	16-18	Female	47.7%	1278
<b>WFCG Total</b>				<b>2679</b>
Strode's Campus	16-18	Male	44.9%	447
Strode's Campus	16-18	Female	55.1%	548
<b>Strodes Total</b>				<b>995</b>
Langley Campus	16-18	Male	63.4%	715
Langley Campus	16-18	Female	36.6%	413
<b>Langley Total</b>				<b>1128</b>
Windsor Campus	16-18	Male	43.0%	239
Windsor Campus	16-18	Female	57.0%	317
<b>Windsor Total</b>				<b>556</b>
Windsor Forest Colleges Group	19+	Male	27.2%	516
Windsor Forest Colleges Group	19+	Female	72.8%	1382
<b>WFCG Total</b>				<b>1898</b>
Strode's Campus	19+	Male	25.1%	49
Strode's Campus	19+	Female	74.9%	146
<b>Strodes Total</b>				<b>195</b>
Langley Campus	19+	Male	26.9%	373
Langley Campus	19+	Female	73.1%	1013
<b>Langley Total</b>				<b>1386</b>
Windsor Campus	19+	Male	29.7%	94
Windsor Campus	19+	Female	70.3%	223
<b>Windsor Total</b>				<b>317</b>

## Achievement Rate by Equality Groups

### Extract from The WFCG College SAR 2019-20

#### Equality Groups

- Managers across all provisions now routinely use data about performance by different groups early enough to identify gaps and take rapid actions to narrow these. This information is scrutinised as part of the quality review meetings and action plan updates.
- The Achievement Rate overall for 16-18 females and males differed by 8%, which is greater than the 1pp last year. This is due to the reduced achievement in males from 80% to 74% and increased achievement rate of females from 81% and now at the national average (17/18) at 82%. At 19+ the overall Achievement Rate difference has increased to 10%, with females performing ahead of males. This is a widening of the gap by 3% from 2018-19.
- At 16-18, females outperformed males at Windsor College by 4.8% (493 females: 392 males); at Langley College females also outperformed males by 10.2% (824 females: 1429 males) at Strode's College males and females performed equally for the second year running (females 891: males 761).
- At 19+, males significantly outperformed females at Windsor College by 6% (17 females; 10 males) at Strode's College females performed better than males by 22.8% (229 females; 75 males); and at Langley College females outperformed males by 9.8% (2332 females: 837 males).
- The 22 female apprentices outperformed the 103 males at 86% compared to 52% for all ages.
- The achievement rate of all age groups of apprentices declined, 16-18 year old apprentices declined to 51.9% from 64.2% and was lower than 19-23 years olds (63% from 66.2%) and 24+ (58.8% from 82.8%).
- The Achievement Rate for the WFCG for 16-18 learners shows that 25% of BME groups performed above the overall college achievement rate (75%) which is a decline of 10pp from 2018-19. Ethnic groups performing above included Indian, Other Asian, White and Asian and Mixed-other mixed. These groups with the exception to Other Asian are different to last year. This comprised of 69% at Strode's College, 19% at Langley College and 100% (not including Chinese where there were 0 enrolments) at Windsor College. Underachievement at Strode's below 75% was seen in Other Black (6), Chinese (6) African, White and Black Caribbean (27), white Irish (16) and any other (20) and Mixed; and at Langley underachievement was in all groups with the exception of Chinese (10) and White and Black Caribbean (57).
- The Achievement Rate for the WFCG for 19+ learners shows that 19% of BME groups performed above the overall college achievement rate (77%) which is a decline from 65%. Ethnic groups performing above included Indian, Other Asian and White- Irish. This comprised of 75% at Langley College, an improvement for the second year and from 71% and where the majority of learners study at 19+. At Windsor College, it is 80% but only accounts for 27 learners and 43% an improvement from the previous year at 12% at Strode's College. The underachievement at Strode's was seen in Bangladeshi (7), Indian (6), Caribbean (2), Other Black/African/Caribbean (2), Mixed other (5), White other (164) and Chinese (5).
- Overall the Apprenticeship Achievement Rate for all ethnic groups (QAR) showed little differences. Analysis by Ethnicity shows little difference of statistical significance.
- The WFCG Achievement Rate for 16-18 students with a learning difficulty and/or disability (LLDD) was 71% which is a decline 1pp from 2018-19. This was 8% lower than students without a learning difficulty and/or disability and a 0.8% widening of the gap. This is identified as an area for improvement within our equality objectives for 2020-21. Learners at Windsor College identified with LLDD (77) performed better for the second year running

and is now by 5.5% than learners without LLDD (808). At Langley College LLDD learners (371) performed 4% below (1873 without) and at Strode's 15.8% below (with LLD 49 without LLDD 1603).

- The WFCG Achievement Rate for 19+ students with LLDD was 71% and is 7pp lower than students without LLDD. Learners at Windsor College with LLDD (13) performed 7% above learners without LLDD (14). At Langley College LLDD learners (221) performed 7.7 % below learners without LLDD (2958), and at Strode's below by 17% (learners with LLDD 12; learners without LLDD 292).
- An increasing number of apprentices (10 previously in 2018/19 there were 2) declared a disability, the achievement rate for these apprentices was 40% compared to 61.3% for the 111 apprentices not declaring a disability and 0% for the 4 apprentices who chose not to provide information.
- 8 apprentices declared a learning difficulty in 2019/20 with an achievement rate of 50%, compared to 113 apprentices without a difficulty achievement rate of 60.2% and an achievement rate of 0% for the 4 apprentices who chose not to provide any information about learning difficulty.

## Looked After Children

- The overall Achievement Rate for Looked after Children (LAC) from ages 14 to 18+ has declined from 74.2% to 69.23%. This is 4% higher than 2017-18 but a drop of 5pp from 2018-19 with the numbers of learners declining from 145 to 91. This is made up of a 75% Pass rate, a decline of 15% and a 92.31% Retention Rate an improvement of 10%.
- The majority of LAC fall into the 1617-year-old cohort (81 learners in 2019/20) who gained an Achievement Rate of 70.37% which is a decline of 16.8pp on 2018-19 and below the overall WFCG Achievement Rate (81.9%). Their Pass rate declined from 93% to 77% which is below the WFCG of 88% and retention at 91.36% was above the overall college rate of 88%.
- The WFCG enrolled 3 LAC 14-15 aged learners compared to 12 in 2018-19 whose overall Pass Rate was 33.33% on all vocational courses. This is a significant decline from 100% in 2018-19 although the Retention Rate improved from 25% to 100%.

## The Windsor Forest Colleges Group

**Figure LXXXI: Summary Analysis of Learner Performance by Specific Cohorts for 2019-20**

Achievement by Age and Gender				2017/18	2018/19	2019/20	SFC ave	GFE ave
By Age & Gender	16-18	Male	Leavers	3181	2358	2573		
			Achievement Rate	79.85%	79.80%	74.20%	84.20%	83.00%
		Female	Leavers	2692	2313	2208		
			Achievement Rate	80.40%	80.90%	82.20%	85.30%	84.00%
	19+	Male	Leavers	1099	861	922		
			Achievement Rate	81.60%	78.70%	68.70%	87.40%	90.40%
		Female	Leavers	2556	2075	2578		
			Achievement Rate	84.60%	85.90%	79.20%	88.50%	89.50%

**The Windsor Forest Colleges Group**

**Figure LXXXII: Achievement Rates for Looked After Children 2018-19 and 2019-20**

<b>Achievement Rates by Specific Cohorts 2019-2020</b>							
	Starts	Leavers	Completers	Achievers	%age	%age	%age
					Retention Rate	Pass Rate	Achievement Rate
14-15 aged Looked After Children	3	3	3	1	100.00%	33.33%	33.33%
16-17 aged Looked After Children	81	81	74	57	91.36%	77.03%	70.37%
18+ aged Looked After Children	7	7	7	5	100.00%	71.43%	71.43%
Total Looked After Children	91	91	84	63	92.31%	75.00%	69.23%

<b>Achievement Rates by Specific Cohorts 2018-2019</b>							
	Starts	Leavers	Completers	Achievers	%age	%age	%age
					Retention Rate	Pass Rate	Achievement Rate
14-15 aged Looked After Children	12	12	3	3	25.00%	100.00%	25.00%
16-17 aged Looked After Children	96	92	81	76	88.04%	93.83%	82.61%
18+ aged Looked After Children	37	32	28	22	87.50%	78.57%	68.75%
Total Looked After Children	145	136	112	101	82.35%	90.18%	74.26%

## **Section 3: Engagement Activities**

### **Employee Engagement**

Effective employee engagement improves staff well-being, promotes teamwork and typically increases discretionary effort, which is essential for a high performing organisation. Participation and results for the last survey were encouraging, including an increase in staff satisfaction and an increase in satisfaction with regards to managers' workload considerations. However, areas for improvements include the availability of professional development and more feedback from line managers.

### **How does the College measure levels of engagement and wellbeing?**

- Provision of a pro-active, transformational HR service, rather than a reactive, transactional function
- Employee engagement survey with action plans to address any issues identified
- ER casework trackers
- Evaluation of employee retention
- Return to work interviews
- Effective attendance management
- Mental Health First Aiders
- Wellbeing meetings
- EAP utilisation
- OH referrals
- Professional Development Review (PDR) process to identify opportunities for career development
- Flu vaccinations offered on a complimentary basis to all staff
- TU liaison
- Quality review

### **Student Engagement**

#### **Learner Voice**

Developing robust learner voice processes is a key way of hearing and responding to the views and concerns of all students. It is essential to quality improvement, as well as giving students a sense of belonging and a strong sense of ownership with the College.

The learner voice processes now established at the WFCG include a Student Union (NUS affiliated) with annual elections for an executive at each college. Additionally there are regular class fora, tutor representatives and a Student Parliament (meeting three times a year) at each college, which brings together each Student Union Executive (SUE) and the tutor representatives. The College Group also participates in a variety of learner surveys including:

- The WFCG College Learner Induction Survey for FE and HE students
- National Student Survey (NSS)
- Learner Satisfaction Survey (this is carried out by the ESFA)
- QDP First Year full time and Apprenticeships surveys
- HE Induction Survey
- SPOCs (Student Perception of Course)

Elections were held for the SUEs (student union executives) at Windsor and Langley Colleges in June 2020. These were held remotely due to the lockdown. The number of students voting in the annual elections at the college was 1200, this was 103 down from the previous year but was an achievement given all campaigning and voting took place online.

Attendance at Student Parliaments was excellent across all colleges in 2019-20, with 251 students participating in six events. Three events were cancelled due to the lockdown.

Training for the SUE and tutor reps was introduced during the year to give greater confidence to students holding these roles. As part of their awareness training, the SUE visited the Houses of Parliament and undertook a workshop on voting and democracy.

Active citizenship is supported through the Core Studies programme, with activities taking place to explore democracy and College values prior to SU elections and before each Parliament meeting. Opportunities to explore Fundamental British Values, including awareness of democracy, are supported through the tutorial programme.

Student Liaison Committees reporting to the Quality and Curriculum (Q&C) Committee are now in their third year at the College and allow governors access to learner views. These committees meet three times a year at each site, with the student governors reporting the key points of discussion at the Q&C Committee. They are well attended (63 students attended in 2019-20) with the key points and queries from students forming a formal report, which is received and discussed at Q&C.

There is a growing culture of community at the College and students demonstrate a good level of respect for others' views and ideas. Students' behaviour is good, with relatively few cases of misconduct or bullying; 98% of students surveyed at the end of their course stated that they were treated fairly and that the College promotes equality and diversity well.

The Colleges has a LGBT+ group attached to the Student Union which meets virtually. When not in lockdown, there was a vibrant and well received week of activities for students and staff celebrating LGBT+ issues.

In the QAA inspection for the College HE provision in Dec 2019, it was commented that the College Group has:

*'a clear and effective approach for engaging students in the quality of their learning experience' and that there were 'clear and varied methods for capturing the student voice and subsequent robust approaches for scrutinizing such feedback in order to improve students' educational experience'.*

In the recent Ofsted report (November 2019), the following was stated:

### **What is it like to be a learner with this provider? (Page 2)**

*Learners and apprentices benefit from a calm and respectful learning environment. They value, and gain confidence from the high levels of support and care from staff. Behaviour in lessons and across all college centres is very good and learners feel safe.*

### **Also on Page 4**

*Learners develop a good understanding of wider society through a well-planned tutorial programme as well as the promotion of relevant content in lessons. Teachers encourage learners to take an active interest in current affairs and to be critical thinkers. For example, A-level learners debated the recent banning of a film from a cinema chain, and access learners discussed the potential impact of bias in interviews.*

### **Student participation in cross college activity**

In 2019-20, the College ran a number of general cross college activities and events on equality and diversity themes over the academic year. These included activities to support Black History and cross college freshers' fairs and Christmas fairs to build a sense of College community. A successful E and D

badge competition with a focus on respect was also run attracting over 75 entries across all three colleges. Unfortunately a number of other activities were cancelled due to the national lockdown.

A priority for 2020-21 is to strengthen the cross college enrichment offer to engage students further in college life and to promote learner understanding of equality and diversity issues although continuing issues with the COVID-19 pandemic will make this challenging.

## Section 4: Complaints and Concerns in 2019-20

The College places high priority on the management of learners' experience, in particular learner satisfaction and its likely impact on the teaching and learning experience. The College group therefore regards complaints as one of the key elements of the learner voice. In particular, analysis of all complaints offers a valuable source of feedback on our services and helps improve overall provision.

An annual report of complaints received is made to Governors each year and covers five main areas:

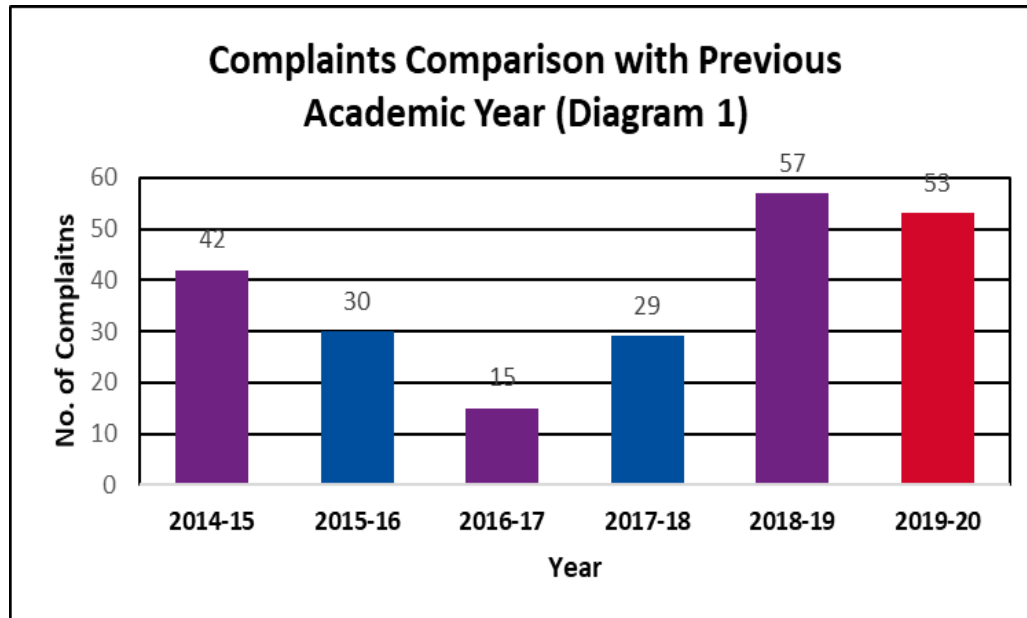
- Comparison of complaints with previous years
- Contextualising the frequency of complaints in relation to overall volume of learners
- Grading of complaints from substantive to minor
- Recurrence of complaint/s
- Timeliness in terms of responding to the complainant

### Summary Analysis

#### Comparison with Previous Years

As can be seen in Figure LXXXIII, there was a slight decline in complaints this year from 57 to 53 compared to last year although this is still higher than previous years.

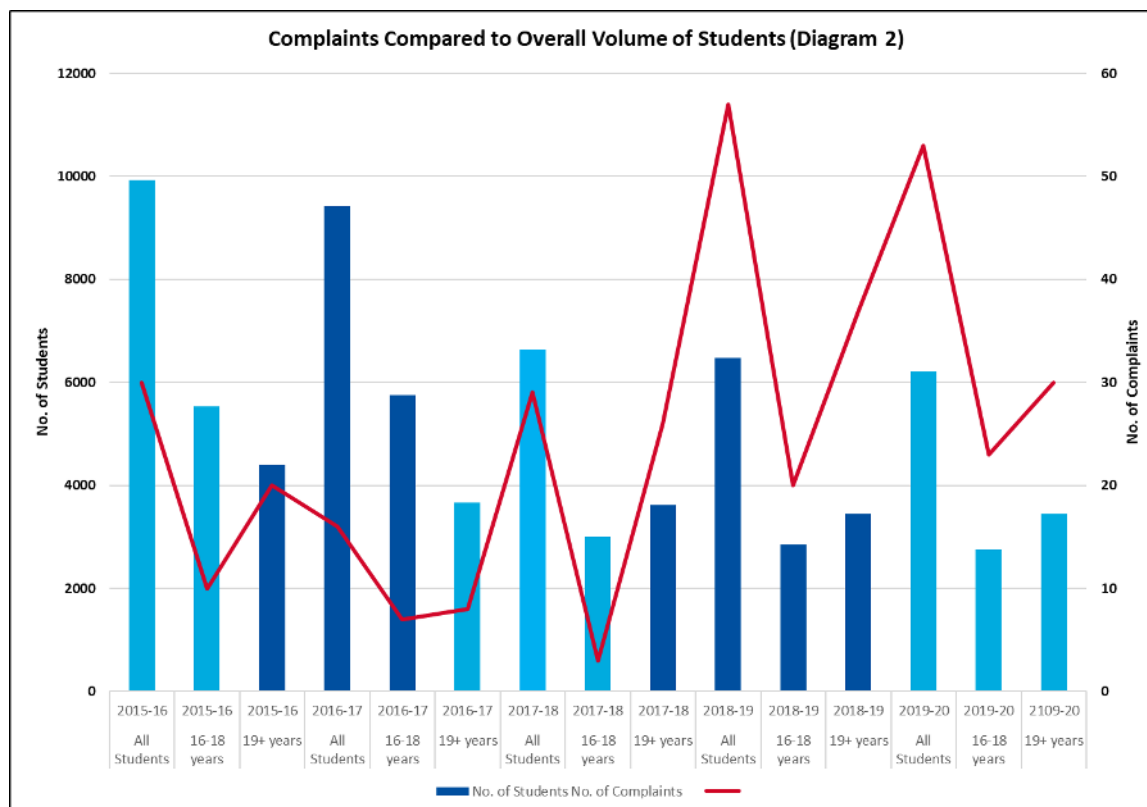
**Figure LXXXIII: Complaints comparison with Previous Academic Years**



#### Frequency of complaints relative to overall volume of learners

As can be seen in Figure LXXXIV, the volume of complaints (53) relative to the number of learners is still numerically low. These are, however, never insignificant because all complaints are treated as invaluable feedback which helps the College to improve its practices and thereby increase learner satisfaction and retention.

**Figure LXXXIV: Complaints compared to overall volume of students**



### Grading of complaint from substantive to minor

Minor complaints are those that are dealt with immediately on the ground to the customer's satisfaction, by departmental Managers and/or the Director responsible for that area.

Complaints that are received centrally by the Principal are complaints that are not resolved on the ground. These are not necessarily substantive but if they reach this stage, they are dealt with formally. Based on outcomes these fall into one of two categories (1) substantiated that is upheld or (2) unsubstantiated, those that are not upheld.

During the year, 53 complaints were received.

Of the 53 complaints received, 46 were regarding curriculum areas and 28 were upheld for the following reasons:

- Poor verbal and written communication on course details, teaching quality, progress, curriculum management, and staffing.

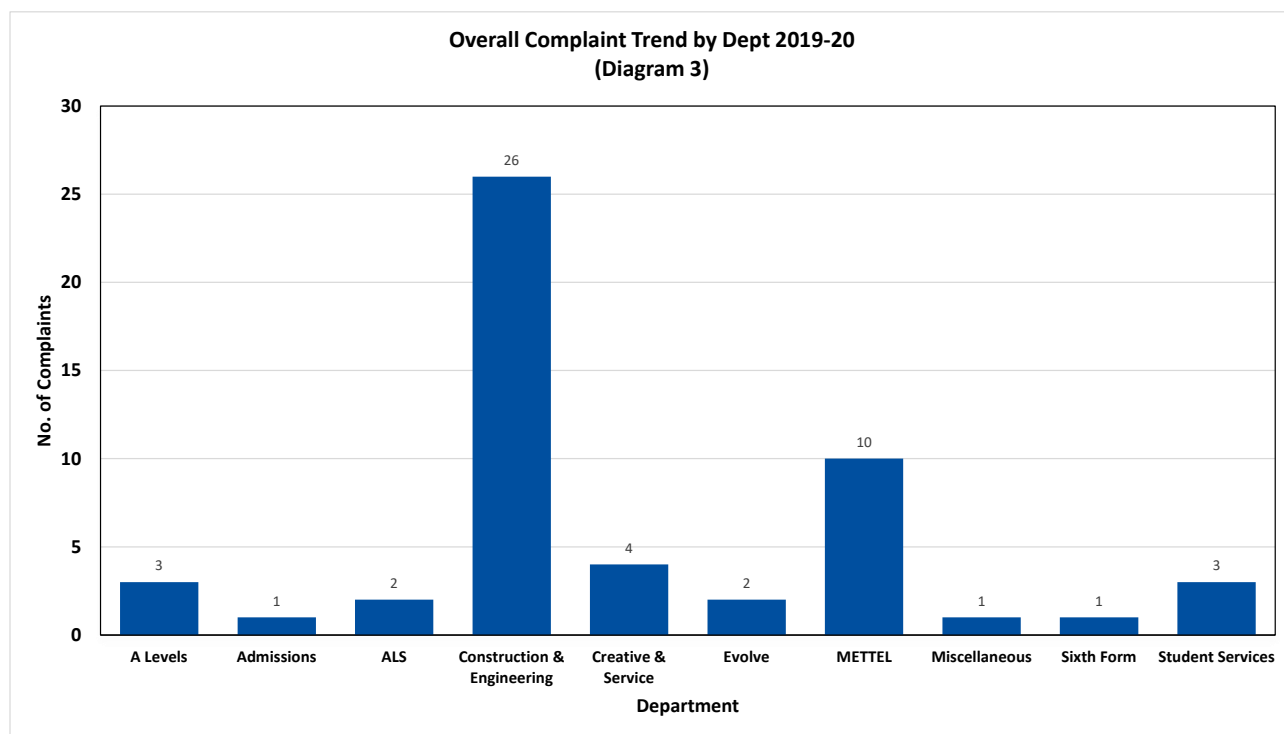
Of the 53 complaints received, 6 were regarding service areas and 2 were upheld for the following reasons:

- Customer service.

As can be seen in the overall complaints by department in Figure LXXXV, Construction & Engineering received the highest number of complaints (26) followed by METTEL (10).



**Figure LXXXV: Overall complaint trend by department in 2019-20**



#### **Recurrence of complaints**

There were 20 complaint recurrences.

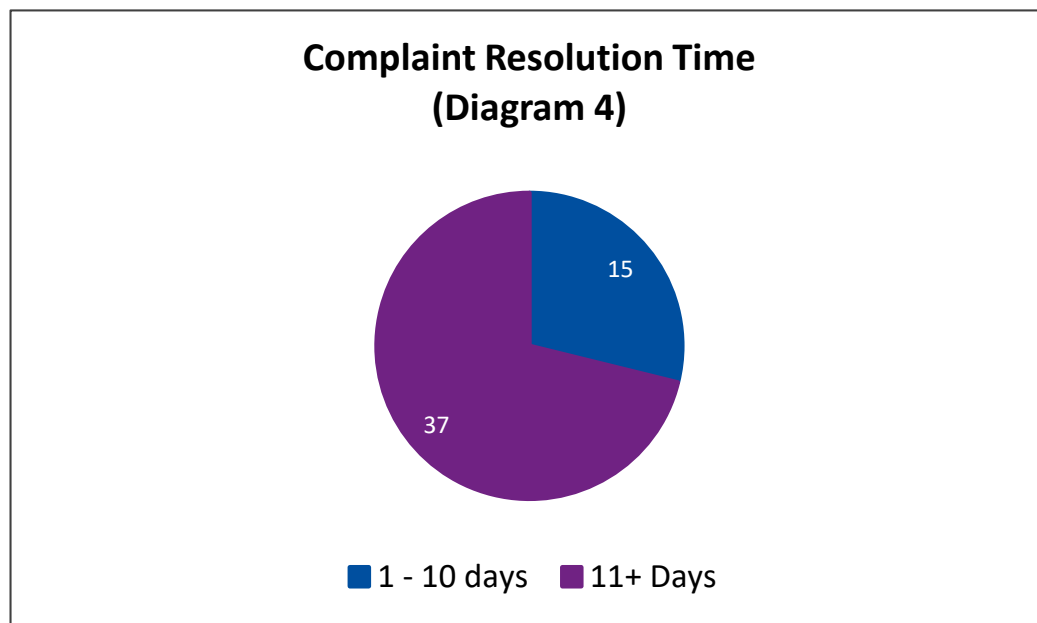
#### **Management Actions**

As can be seen in Figure LXXXVI, 15 complaints were dealt with within the 10 days stated in the College's complaints procedure. Of the 37 outside of that timescale, the reasoning is detailed below.

- Time taken to put the support in place
- The complexity of the investigation
- The time taken to arrange meetings with staff and students
- Time taken to receive feedback from external bodies

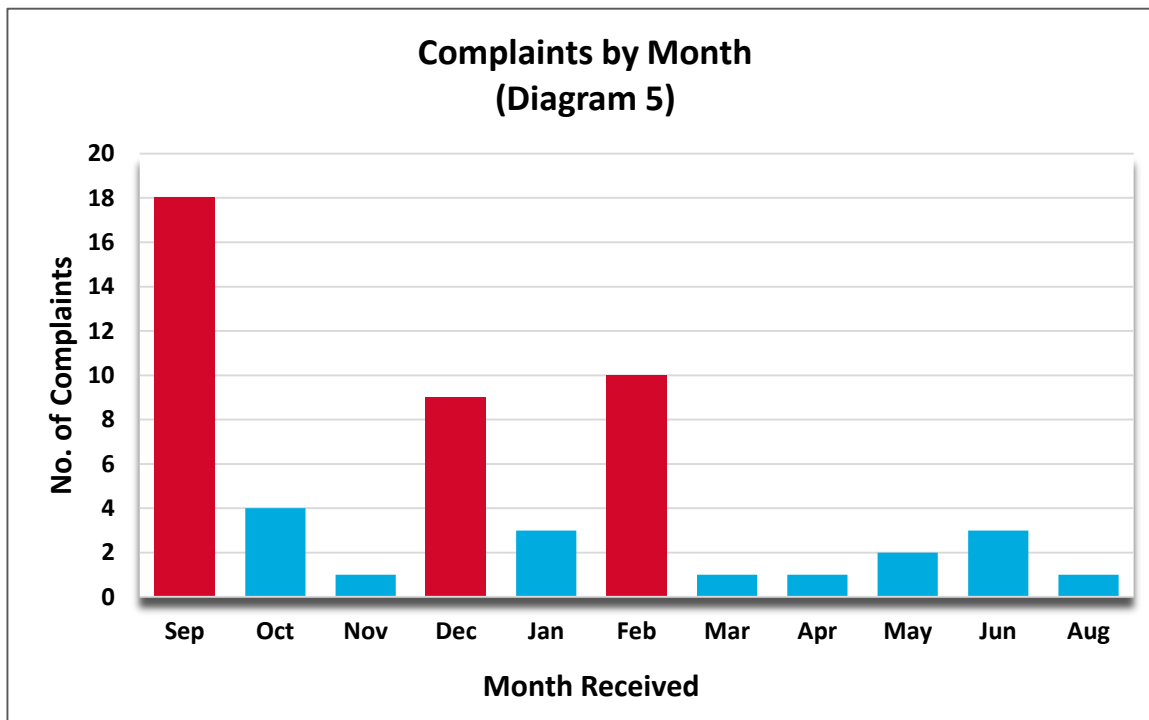
The resolution time in many cases was also elongated by the COVID-19 lockdown between March and August.

**Figure LXXXVI: Complaint Resolution Time**



The highest volume of complaints was received in the months of September and December 2019 and February 2020 (see Figure LXXXVII). The College will continue to monitor in 2020/21 to act on any emerging trends/ patterns.

**Figure LXXXVII: Complaints by Month**



The recording, tracking and monitoring sheet gives an insight into general management actions taken to prevent recurrences, including management advice and support for staff. Complaints from diversity groups (see figures below for break down by disability, gender, ethnicity and age), were analysed and there was no indication that particular groups were being disadvantaged.

**Figure LXXXVIII: Complaints by Disability/Learning Difficulty**

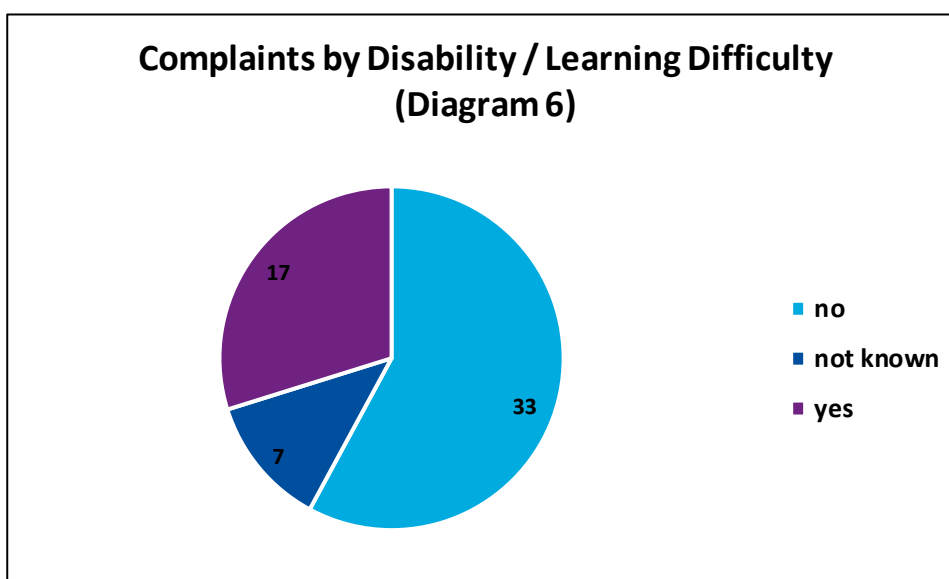


Figure LXXXIX: Complaints by Gender

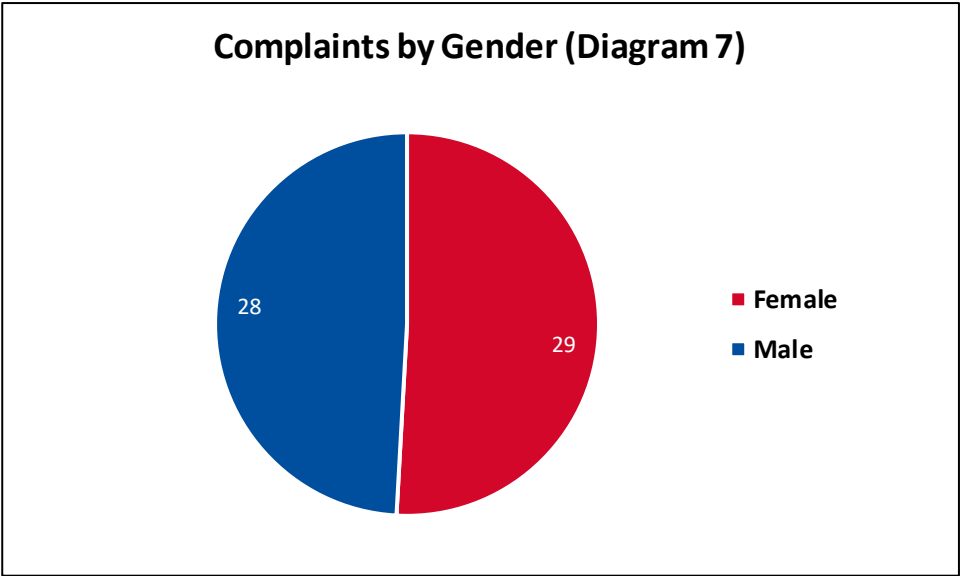


Figure XC: Complaints by Ethnicity

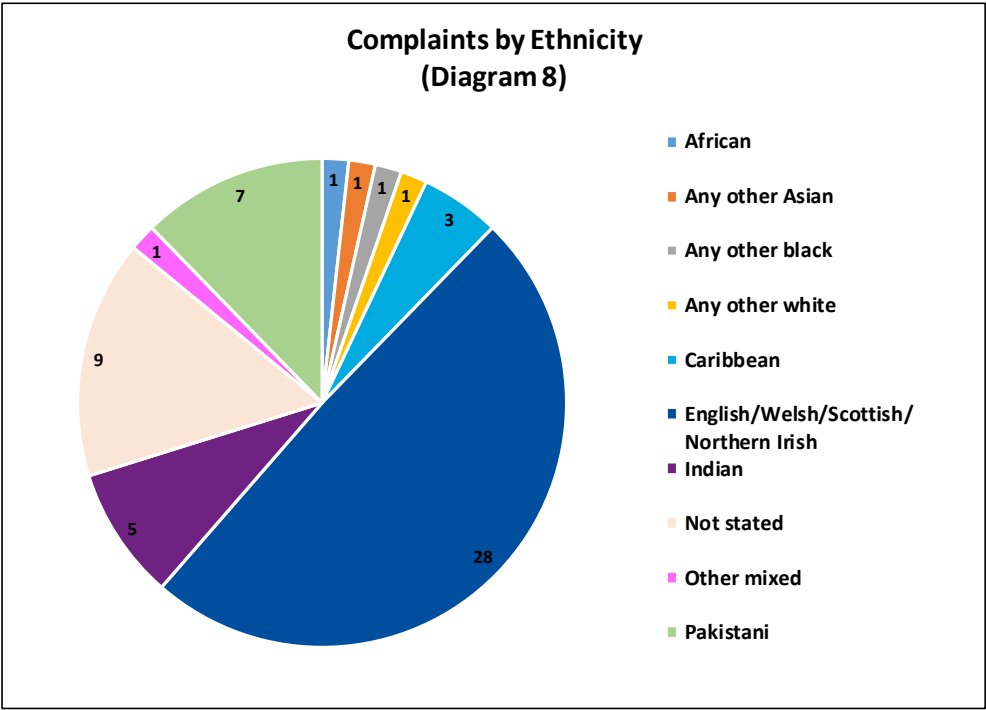
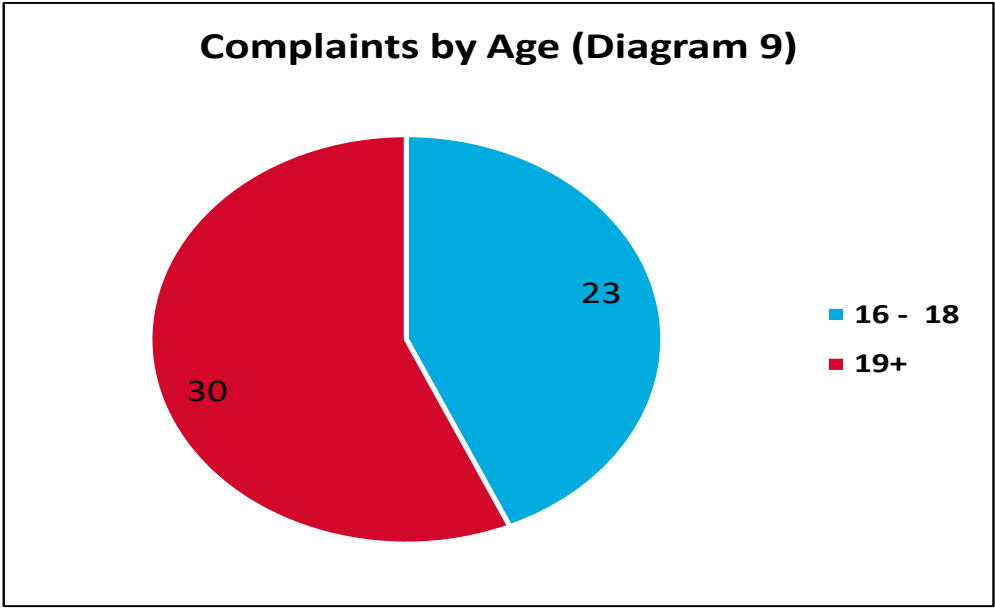


Figure XCI: Complaints by Age



## Section 5: Key Actions for the WFCG in 2020-21

The Windsor Forest Colleges Group has set itself five equality and diversity objectives for the academic year 2020-21.

**They have been revised in September 2020 to update current priorities.**

1. Students (including at application stage) are offered a range of opportunities, both inside and beyond the classroom, which ensures all learners have a consistent experience, a good awareness of E and D and BV and gain support and opportunities for their personal development.
2. Achievement rates for adult, apprentices and 16-18 year old students with known protected characteristics (gender, ethnicity and disability) are in line with College Achievement Rates.
3. Ensure the diversity of staff delivering the WFCG provision should reflect that of the student body and of the local community.
4. To provide appropriate development for staff to advance their understanding of equality and diversity, including the College Values and Fundamental British Values, through teaching, learning, tutoring and everyday life and work.
5. Improve the structures and processes, including the collection, monitoring and reporting of statistical data related to equality and diversity, to ensure the views of staff and students at each college are fully represented and responded to and that E&D issues are taken into account in decision making.

Specific actions based on our review of the equality and diversity data for staff and students for last academic year are set out in the College's Equality and Diversity Action plan for 2020-21. A summary of these actions is set out below.

### Staff related

- As we transition to our new HRIS during 2020/21, the self-service automated process should assist in reducing the level of gaps in individual staff records for protected characteristics, moving forward. We shall also roll out a communications plan to raise awareness and understanding.
- Continuation of staff training on FBV run across the College, to include all members of staff.
- Refresh our approach to the delivery of awareness raising activities to promote and embed our college values, and launch new events to ensure all staff appreciate the need to demonstrably live our stated values.
- Ensure explicit opportunities are highlighted and embedded within all schemes of work and that opportunities are routinely taken within teaching and learning to advance and promote E&D, FBV and College Values.
- Use the focus of Learning Walks to monitor that opportunities to advance and promote E&D and FBV are taken in teaching and learning.
- Improve the quality of displays in curriculum and communal areas where appropriate to ensure E&D and FBV issues are effectively advanced.
- Continue to promote key E&D themes for cross college focus and promotion throughout the year.

### Student related

- Organise a range of student cross college events and activities (at least two activities per term) across each site on agreed themes e.g. Black History Month. These to be organised remotely if at all possible as the pandemic continues.
- Identify and analyse underperformance of any key group of students across the colleges.
- Promote the guidance for staff on transgender issues and the Equality and Diversity Handbook for staff and students which sets out key advice and responsibilities, as well as being aspirational in terms of what the College aspires to deliver in this area of work.

**Other actions**

- Continue to develop the Student Union for the merged College, including HE students, including developing the new office space for the SUE at Langley College.
- Continue to explore the collection and analysis of data related to mental health and other E&D categories across all colleges to improve accuracy and facilitate quality improvement.