



Equality, Equity, Diversity & Inclusion

Annual Report 2024/25

1. Equality, Equity, Diversity & Inclusion (EED&I) Annual Report 2024/25

The EED&I annual report provides a comprehensive overview of the College's progress and challenges in relation to across the 2024/25 academic year. It evaluates representation among students, staff, and governors; identifies gaps in attendance, retention, and achievement; and outlines strategic actions taken to embed EED&I across curriculum, governance, and operations.

Key highlights include:

- The student population is more diverse than both staff and governors, particularly in ethnicity, disability, and gender identity.
- Staff are more diverse than the local community in some areas, but underrepresentation in disability and age remains.
- Governors are the least representative group, with notable gaps in ethnicity, gender, and sexual orientation.
- Attendance and achievement gaps persist among 16–18 learners, especially those with special educational needs & disabilities (SEND), education, health & care plans (EHCPs), free college meal (FCM) eligibility, and looked after children (LAC) status.
- Curriculum integration of EED&I themes is improving, with new planning tools and observation frameworks in place.
- The College has signed the Association of Colleges (AoC) EED&I Charter and is aligning its practices with Ofsted's new Inclusion Criteria.
- A proposal is made to rebrand the EED&I Committee and Annual Report to focus on Ofsted Inclusion Criteria.

The report also provides a snapshot of the work that has been undertaken across COPC this academic year to date regarding the COPC EED&I Targets.

The report will also provide a rationale of why the COPC EED&I Targets have been refocused to ensure we are compliant in:

- Meeting the needs of our students, staff, Governors, and Local Community
- Fulfilling the Association of Colleges (AoC) EED&I Pledge
- Addressing the current consultation regarding Ofsted Inspection Reforms, including Inclusion
- The implementation of the AoC Mental Health Charter

Proposal to re-brand and re-focus the EED&I Committee to meet the newly implemented Inclusion Criteria within the new Ofsted Toolkit.

2. Current COPC EED&I Targets & Key Performance Indicators (KPIs) Update

2.1 EED&I Target 1: Staff, volunteers and Governors make up is line and reflects our student cohort and local community.

Key Performance Indicators:

Diversity Representation:

- Percentage of staff, volunteers & governors who identify with various demographics (sexual orientation, religion/ belief, marital status, pregnancy/ maternity) compared to student cohort and local community.
- **Success Measure:** Achieve a representation within 5% of the student cohort/staff cohort and local community demographics by the end of the 2025/26.

Progress:

The college Governing Body is partially representative of the Portsmouth community. While there is reasonable alignment in terms of sex and disability, there are notable gaps in ethnic diversity, religious affiliation, and sexual orientation. Age and gender identity data are incomplete or missing, limiting full comparison.

The Governing Body is less representative of the college's staff population in several key areas, particularly sex and ethnicity. There is a notable underrepresentation of women and ethnic minorities among Governors. Conversely, disability representation is higher among Governors. Gaps in data, particularly around age and gender identity, limit the ability to fully assess representativeness.

The Governing Body is not fully representative of the student population, particularly in terms of ethnicity, sex, and disability. There is a clear opportunity to improve alignment with the diverse student body, especially as students include a higher proportion of ethnic minorities, women, and individuals with disabilities.

The college staff body is more diverse than the general Portsmouth population in terms of gender, sexual orientation, and ethnicity (though limited by non-disclosure). However, there is underrepresentation in disability and a younger age profile compared to the city. These insights can inform recruitment, inclusion strategies, and staff support initiatives.

The staff body is more female and older than the student population, with less visible disability representation. While staff may be more ethnically diverse, the high rate of non-disclosure makes this difficult to confirm. Students show greater gender diversity, reflecting broader societal trends among younger generations.

The student population is more diverse than the general Portsmouth population in terms of ethnicity, disability, and gender identity. The sex distribution is closely aligned. However, age differences are expected due to the nature of the institution. Gaps in student data on sexual orientation and religion limit full comparison.

Data Collection Compliance:

- Percentage of students/staff who complete the declaration at the point of enrolment capturing the specified data.
- **Success Measure: 95% completion rate for student/staff declarations by the end of the 2025/2026 academic year.**

Progress:

Completion of Staff Annual data capture:

2024/25: 45%

2025/26: 67% to date

Completion of student data capture:

Category		2024/25	2025/26
High Needs		100%	100%
EHCP		100%	100%
Declared Difficulty and / or Disability	16 – 18	89.3%	91%
	19+	97.1%	90.3%
Sex		100%	100%
LAC		100%	100%
FCM		100%	100%
Ethnicity Disclosure	16 – 18	99%	99%
	19+	99%	98%

Recruitment and Retention:

- Number of initiatives and programs implemented to recruit and retain diverse staff, volunteers, and governors.
- **Success Measure: Implement at least 3 new initiatives annually to enhance diversity in recruitment and retention.**

Progress:

- Signed up to ex forces recruitment
- Closer working links with DWP and Job Centre Plus for learning support assistants (LSA) recruitment
- Foster Friendly Employer

Actions taken to date:

- Staff and Governor self-declaration updated annually to generate data to enable effective analysis of protected characteristics and comparison with student and local community data.
- EEDI data related to the community identifies that the College employee body is representative of the local area based on the 2021 census data for Portsmouth.
- Opportunity to declare a protected characteristic is now present at:
 - Point of application
 - Return to work interviews
 - One month induction review meeting
 - Annual data capture
- Ability to update information via My View self serve access
- Apply for Disability Confident Employer status.
- Student declaration created for students to complete at point of enrolment, which provide data on protected characteristics.

Action to be completed:

- With this data COPC will be able to review staff (including Governors) recruitment initiatives to ensure they are appropriately enhance diversity in our recruitment and retention of staff (including Governors).

2.2 EED&I Target 2: Gaps in attendance, retention and achievement are within 3% threshold in comparison to peers in terms of age, gender, disability, ethnicity, religion/belief, and sexual orientation, which will provide COPC with a group or groups of students to focus our attentions. All staff to understand and celebrate EED&I.

Attendance Rates:

- Percentage difference in attendance rates between different demographic groups (age, gender, disability, ethnicity, religion/belief, sexual orientation) compared to peers.
- **Success Measure: Reduce gaps to within 3% by the end of the 2025/26.**

Retention Rates:

- Percentage difference in retention rates between different demographic groups compared to peers.
- **Success Measure: Reduce gaps to within 3% by the end of the 2025/2026 academic year.**

Achievement Rates:

- Percentage difference in achievement rates between different demographic groups compared to peers.
- **Success Measure: Reduce gaps to within 3% by the end of the 2025/26.**

Progress:

With regard to the above targets below is an overview of the performance for 2024/25:

Overall Performance

- 16–18 learners make up 66% of the student cohort.
- Compared to 19+ learners, 16–18s show:
 - Lower retention (89.8% vs. 94.5%)
 - Lower achievement (82.2% vs. 85.1%)
 - Significantly lower attendance (77.7% vs. 92.0%)

Key Group Insights

By Sex

- Retention and achievement for 16–18 males and females are broadly similar.
- Attendance is low across both genders in the 16–18 group, with a ~14% gap compared to 19+ learners.

Learning Difficulty/Disability

- 16–18s with declared disabilities have slightly lower retention and achievement than peers.
- 19+ learners with disabilities outperform 16–18s in all metrics, especially attendance.

High Needs & EHCP

- 16–18s with High Needs or EHCPs perform comparably in retention and achievement but show better attendance than their non-high-needs peers.
- 19+ learners in these categories consistently outperform 16–18s in attendance by 4-17%.

Free College Meals (FCM)

- 16–18 FCM-eligible students show:
 - Lower retention (88.2%)
 - Lower achievement (78.7%)
 - Significantly lower attendance (74.2%)
- 19+ FCM-eligible students perform better than 16–18s, especially in attendance.

Looked After Children (LAC)

- 16–18 LAC students have:
 - Retention 7% below college average

- Achievement 12.3% below
- Attendance 9.6% below
- 19+ LAC students also underperform, particularly in achievement and attendance.

Ethnicity

- Significant disparities exist across ethnic groups:
 - Some groups (e.g., White & Black Caribbean, Caribbean, Arab) show notably lower retention, achievement, and attendance.
 - Others (e.g., Indian, Bangladeshi, Chinese) outperform college averages.
- 19+ learners generally show higher attendance across all ethnicities compared to 16-18s.

Key Themes for 24/25:

- Attendance is the most significant area of concern for 16-18 learners across all demographics.
- 19+ learners consistently outperform 16-18s in all metrics.
- Intersectional factors (e.g. LAC status, FCM eligibility, ethnicity) compound disadvantage, particularly for younger learners.

In-depth Insights:

- Persistent Equity Gaps:
 - FCM & LAC students: Lower attendance and achievement year-over-year.
 - Ethnic disparities: Chinese, Bangladeshi, and Indian students consistently outperform; White & Black Caribbean students remain low performing.
- Gender Patterns: Achievement advantage for males, attendance advantage for females persists.

EED&I Integration:

- Percentage of Schemes of Work (SoW) and lesson plans that naturally incorporate EED&I themes.
- **Success Measure:** 100% of SoW and lesson plans to include EED&I themes by the end of the 2025/2026 academic year.

Progress:

The new COPC Year Planners include a specific column for EED&I, Tutorial themes and British Values. Teachers have been advised to complete this when EED&I occurs in a lesson or assessment. It is expected that these will be threaded through the year plan but will not feature every week.

Observation and Feedback:

- Number of lesson walks, coaching observations, and lesson observations that include comments on EED&I.
- **Success Measure:** Include EED&I comments in 100% of observations by the end of the 2025/2026 academic year.

Progress:

A new Observation feedback form is being developed to align with the new observation process. This will include a specific section for evidence of EED&I to be recorded.

It may not be possible to observe these themes in every lesson but will be recorded when it is seen.

Reduction in Allegations:

- Percentage of allegations of bullying, harassment, and discrimination among staff, volunteers, and governors.

- **Success Measure:** Reduce allegations to below 3% by the end of the 2025/2026 academic year.

Progress:

Of the 9 grievances 4 were related to bullying, harassment or discrimination. Of these 4, 1 was partially upheld and founded with action being taken.

This is a 0.5% of staff headcount and 0.1% of staff headcount that had a case to answer.

Actions taken to date:

- Review of 23/24, 24/25 and 25/26 EDIM data and identified gaps in attendance, retention & achievement using Equality Diversity
- Implementation Measures (EDIM) Report
- Data being expanded to include deprived postcodes.
- Data being cross referenced to students supported by Safeguarding and/or Wellbeing.
- Creation of report showing allegations of bullying, harassment, and discrimination among students.
- Data created for staff allegations of bullying, harassment, and discrimination.
- Curriculum working on their year planners for 25/26 using EED&I information which can be integrated into their plans for delivery were appropriate.
- Observer training developed to include EED&I

Action to be completed:

- Expand data analysis to identify trends and cohorts at Curriculum and Course level to enable targeted support for students and staff.
- Creation of EDIMs for Apprentices.
- EDIMs to form part of the QRM and SAR process in 2025/2026
- Review teaching and support strategies for particular groups of learners.
- During lesson visits/observations EED&I integration will be assessed and support put in place if not seen when a naturally occurring opportunity was available.

Other intentions COPC will take to support the refocused targets:

Professional Development:

- Number of Professional Development Days focusing on EED&I and wellbeing.
- **Success Measure:** Organise at least 1 Professional Development Days annually focusing on EED&I and wellbeing.

Progress:

The College has 3 PDD days per year and 2 planning days. 1 PDD day will focus on Wellbeing. The 2025-26 Wellbeing Day was on the 15 October with activities ranging from Happiness talks, wellbeing walks, sports activities, yoga, breathing exercises, sleep webinars and foodbank collection.

A total of 245 staff signed up in advance for the scheduled activities with a number of staff electing to participate in the online activities. The college collected and delivered three trollies full of food bank donations.

Feedback was positive with constructive feedback requesting more activities and options for personal choice sessions which will be considered for the next wellbeing day.

Staff Focus Groups:

- Number of staff focus groups established to review processes, policies, and procedures.
- **Success Measure: Establish at least 3 focus groups annually.**

Progress:

The college has 3 focus groups and 1 forum, with over 30 staff members across each group.

Community Engagement:

- Number of outreach programmes developed to engage underrepresented and underachieving student communities.
- **Success Measure: Develop at least 2 new outreach programmes annually.**

Progress:

Planning underway with Unloc and COPC School Liaison Team to run such events in 25/26.

Policy Updates:

- Percentage of College policies and procedures that include an EED&I statement.
- **Success Measure: 100% of policies and procedures to include an EED&I statement by the end of the 2025/2026 academic year.**

Progress:

This KPI is on target with all policies and procedures adding the EEDI statement when they are due for review.

Actions taken to date:

- All policies and procedures for 25/26 include the EED&I Statement.
- Focus groups in place with EED&I issues addressed, for example Disabled Parking Bays use and misuse.
- Staff Development programme currently being created for full 2025/2026 academic year to address EED&I areas for development, these include Neurodiversity, Gender Identity, Health and Wellbeing events, Mental Health First Aiders (MHFA), and Mental Health Awareness events. The requested EEDI themes will be planned for PDD as part of the summer term of 2025-26.

MHFA training is taking place to elected staff in the Autumn term.

A college calendar of wellbeing events and cross college days are being coordinated by student engagement and HR teams with the intent of establishing a key date each term for cross college awareness / celebration.

Actions to be completed:

- Development of programmes to work with underrepresented and underachieving student's communities, based on the 2-year trend data.

3. EED&I Committee and Annual Report

Ofsted Inclusion Criteria:

The criteria will consider how leaders and staff at COPC identify and support the needs of learners and apprentices, which will include:

- Disadvantaged learners and apprentices

- Learners and apprentices with SEND and learners who receive high needs funding
- Learners and apprentices who are known (or previously known) to social care (in care or care experienced)
- Learners and apprentices who are known (or previously known) to youth justice services
- Learners and apprentices who face other barriers to learning and/or wellbeing.

COPC will be graded as either:

- Needs urgent improvement OR
- Needs attention OR
- Meets expected standard OR
- Meets strong standard OR
- Is exceptional

Action to be taken by the committee is to conduct a self-assessment of COPC's current position with regards to Inclusion.

EED&I Committee & Annual Report:

EED&I Committee Proposal:

- Re-titled the Inclusion Committee
- Terms of Reference reviewed and updated to support further development of EED&I culture and addressing Ofsted Inclusion criteria.
- Targets to be reviewed and updated to support further development of EED&I culture at COPC and addressing Ofsted Inclusion Criteria.
- Draft the COPC Inclusion Strategy.

EED&I Annual Report Proposal:

- Re-titled to be the Inclusion Annual Report
- All targets and activities undertaken by COPC are reported on, with areas for further development with regards to the EED&I culture at COPC and addressing Ofsted Inclusion Criteria.

3. Priorities for 2025/2026:

- Finalise and implement the draft EED&I Policy for 2025/2026
- Complete demographic data analysis
- Launch targeted interventions for underperforming student groups in terms of attendance, retention, and achievement
- EDIMs to form part of the QRM and SAR process in 2025/2026
- Initiate targeted recruitment and outreach initiatives
- Monitor and report on progress using updated KPIs
- Cohesion between student led and staff led activities
- Identify priorities for next 3 years relating to EEDI categories e.g. 2025-26 Mental Health and Wellbeing.
- Training for APs and CMs regarding EDIMs and how to use them
- EDIMs form part of the data pack that is used by curriculum throughout the year to narrow the gaps in terms of attendance, retention and achievement.
- EDIMs form part of the Self-Assessment and Quality Improvement process at all levels of COPC.

- Re-naming and re-focusing of the EED&I Committee to Inclusion Committee and the EED&I Annual Report to Inclusion Annual Report, to enable the further development of the Inclusive culture at COPC and addressing Ofsted Inclusion Criteria.
- Conduct self-assessment exercise regarding Ofsted Inclusion Criteria.

By implementing these priorities, the College can enhance its EED&I practices, ensure the wellbeing of students and staff, and create an inclusive and supportive learning and working environment.