		Ea	uality Objectives 2016-2020				
Objective Objective	By Whom			2016/17	2017/18	2018/19	2019/20
Induction programme for staff ensures good understanding of Equality & Diversity and their responsibilities	Head of HR/Assist ant Principal Quality and HE	Annual Ongoing Annual	Training programme revised annually  100% of staff trained in principles and responsibilities for equality and diversity  Impact of training measured via student experience, classroom observations	Training has been reviewed for 2016/17, amendments have been identified and implemented.  100% of staff have undertaken E & D training (2016/17)  The Teaching and Learning Manager reports to E&D Committee re number of good practice sessions identified in E & D in classroom observations (identified 14% as a strength - term 1)	Equality and Diversity Training *  98% of staff have completed E & D training.	93% of staff have completed E & D training. Those outstanding will be complete by end October 2018	
		Ongoing	Decrease number of observations where E & D is recognised as an area for development by 2%.			Number of observations where E & D is shown as an area for development reduced by 2.5% (from 2.9% to 0.4%)	
2 To further improve student Equality and Diversity data (for all protected characteristics) available to support analytical research and action planning (multi indices)	MIS		Develop a tool for report creation  Tool in use to identify trend/patterns	Background work is in process for creating a report that will analyse success against multiple protected characteristics. This is likely to be a long term project.	Tool developed and Heads of Cluster now able to analyse data by multiple protected characteristics		
		2018/19	Further develop Equality & Diversity data tool to allow analysis and subsequent targeting for action			Standardised approach to analysis including Gender, Age, Ethnicity, Disability, Learning Difficulty, Widening Participation	
		2019/20	Explore how best to review recruitment and performance of wider underrepresented groups such as people from Gypsy, Roma and Traveller communities, refugees and children of military families (also the potential to add Carers, Gender Re-assignment, Marriage and Civil Partnerships, Pregnancy and Maternity, Religion or Belief and Sexual Orientation				Student pop up requesting disclosure of all protected characteristics planned for term 1
3 Annual Equality and Diversity Impact measures set for curriculum areas. Deliver targeted support to those who share identified protected characteristics to narrow headline performance gaps	Heads of Curriculum Cluster	·		When English and Maths are excluded gap is 0.3%. Overall success, was 86% for both cohorts (including English and maths), therefore, parity of success for all age groups maintained.			
		2017/18	No material success gaps for BME, Gender, Age or Disability.	a. ago groupo mantamou.	Nov 2017 - 16 - 18 success = 86% Adults success = 87%. No material gap. Disability success = 92% No Disability success = 87.5% Female success = 88.5% Male success = 87.5% BME success = 86.5% Non BME success = 88.9%		

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			2018/19	Reduce the ethnicity achievement gap			BME 84.6% White British 84% Gap,	
			I .	of 2.4% compared with Non BME			therefore, 0.6%	
				1			,	
				students. This is a reverse of 2016/17			Caribbean - 87.3% - Caribbean	
				where BME students were performing			outperformed overall by 3.1%	
				1% better than their non-BME			Other Mixed - 88% - Other Mixed	
				counterparts and therefore a real				
				1 '			outperformed overall by 3.8%	
				annual swing of 3.4%. Reduce			White/ Black Caribbean - 90.6% - White	
				the Caribbean, other mixed and			/Black Caribbean outperformed overall by	
				white/black/Caribbean success gap by			6.4%	
			I .					
				5.8%, 7.6% and 4% respectively			Overall 84.2%	
			2019/20	Overall achievement 18/19 = 87.1%				
			2013/20	•				
				(including English and maths)				
				African student achievement = 83% -				
				reduce this gap (4.1%) by 2.1% in				
				19/20.				
				1 -				
				Other mixed race student achievement				
				= 83% - reduce this gap (4.1%) by 2.1%				
				in 19/20 Whilst there is				
				1				
				no material achievement gap between				
				the age cohorts (16 - 18 = 85.9% and				
				19+ = 88.4%) when you drill down into				
				this data the 19-20 achievement				
				l .				
1				equates to 84.3%. Those on discrete				
				adult provision achieve 91.3% whilst				
				those who infill achieve 83.9% which is				
				l .				
				below the College achievement rate.				
				Target to increase achievement rate of				
				19 -20 year olds who infill by 1% in				
				19/20				
				20, 20				
4	Increase staff comfort to disclose	Head of	2016	Reduce 'Prefer not to say' response by	Prefer not to say' down across protected			
4			2016					
4		Head of HR.	2016	Reduce 'Prefer not to say' response by 2%	characteristics: Religion / Belief down by 2.7%,			
4			2016		characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6%			
4			2016		characteristics: Religion / Belief down by 2.7%,			
4			2016		characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained			
4			2016		characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is			
4			2016		characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained			
4		HR.		2%	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process			
4		HR.			characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected		
4		HR.		2%	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process			
4		HR.		2%  Reduce 'Prefer not to say' response by	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%,		
4		HR.		2%  Reduce 'Prefer not to say' response by	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and		
4		HR.	2017	Reduce 'Prefer not to say' response by 2%	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%,		
4		HR.	2017	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	
4		HR.	2017	Reduce 'Prefer not to say' response by 2%	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	
4		HR.	2017	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	Data not yet available
4		HR.	2017	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	Data not yet available
	protected characteristics	HR.	2017 2018 2019	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	Data not yet available
	protected characteristics  Foster ownership amongst the student	HR.	2017 2018 2019	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys,	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	Data not yet available
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	Foster ownership amongst the student body of the development of a set of	HR.  Director of Student	2017 2018 2019	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	Data not yet available
	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the	Director of Student Journey/	2017 2018 2019	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	Data not yet available
	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which	Director of Student Journey/ LDC	2017 2018 2019 2016	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and	Prefer not to say increased by 0.8%	Data not yet available
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	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law	Director of Student Journey/ LDC	2017 2018 2019 2016	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .  2% increase of students understanding of Positive Communities	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process  92% of students understand what is meant by Positive Communities and British Values	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%  95% of students understand what is meant by Positive Communities and British Values (Sept	Prefer not to say increased by 0.8%	Data not yet available
	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.	Director of Student Journey/ LDC Tutorial/H OC/Studen t	2017 2018 2019 2016	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .  2% increase of students	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process  92% of students understand what is meant by Positive Communities and British Values	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%  95% of students understand what is meant by	Prefer not to say increased by 0.8%	Data not yet available
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	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.	Director of Student Journey/ LDC Tutorial/H OC/Studen t Experience Team	2017 2018 2019 2016 2017	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .  2% increase of students understanding of Positive Communities and British Values  2% increase of students understanding of Prevent and British	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process  92% of students understand what is meant by Positive Communities and British Values	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%  95% of students understand what is meant by Positive Communities and British Values (Sept	95% of students understand what is meant by Positive Communities and British Values -	Data not yet available
	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.	Director of Student Journey/ LDC Tutorial/H OC/Studen t Experience Team	2017 2018 2019 2016 2017	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .  2% increase of students understanding of Positive Communities and British Values  2% increase of students understanding of Prevent and British Values  1% increase of students understanding	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process  92% of students understand what is meant by Positive Communities and British Values	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%  95% of students understand what is meant by Positive Communities and British Values (Sept	95% of students understand what is meant by Positive Communities and British Values - tutorial 2018/19	
5	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.	Director of Student Journey/ LDC Tutorial/H OC/Studen t Experience Team	2017 2018 2019 2016 2017 2018	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .  2% increase of students understanding of Positive Communities and British Values  2% increase of students understanding of Prevent and British Values  1% increase of students understanding of Prevent and British Values	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process  92% of students understand what is meant by Positive Communities and British Values	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%  95% of students understand what is meant by Positive Communities and British Values (Sept	95% of students understand what is meant by Positive Communities and British Values - tutorial 2018/19	Data not yet available  Awaiting induction Sept 2019 figures
5	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.  Maintain high standards of accessible	Director of Student Journey/ LDC Tutorial/H OC/Studen t Experience Team	2017 2018 2019 2016 2017 2018 2019	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .  2% increase of students understanding of Positive Communities and British Values  2% increase of students understanding of Prevent and British Values  1% increase of students understanding of Prevent and British Values  5% of commercial clients accessing	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process  92% of students understand what is meant by Positive Communities and British Values  151 Gym Members - 6 registered disabled = 4%	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%  95% of students understand what is meant by Positive Communities and British Values (Sept	95% of students understand what is meant by Positive Communities and British Values - tutorial 2018/19	
5	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.  Maintain high standards of accessible facilities to all at the Business and	Director of Student Journey/ LDC Tutorial/H OC/Studen t Experience Team	2017 2018 2019 2016 2017 2018 2019	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .  2% increase of students understanding of Positive Communities and British Values  2% increase of students understanding of Prevent and British Values  1% increase of students understanding of Prevent and British Values  5% of commercial clients accessing Business and Sports Hub facilities to	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process  92% of students understand what is meant by Positive Communities and British Values	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%  95% of students understand what is meant by Positive Communities and British Values (Sept	95% of students understand what is meant by Positive Communities and British Values - tutorial 2018/19	
5	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.  Maintain high standards of accessible	Director of Student Journey/ LDC Tutorial/H OC/Studen t Experience Team	2017 2018 2019 2016 2017 2018 2019	Reduce 'Prefer not to say' response by 2%  Reduce 'Prefer not to say' response by 2%  Increase the disability disclosure rate for staff by 3%  90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .  2% increase of students understanding of Positive Communities and British Values  2% increase of students understanding of Prevent and British Values  1% increase of students understanding of Prevent and British Values  5% of commercial clients accessing	characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process  92% of students understand what is meant by Positive Communities and British Values  151 Gym Members - 6 registered disabled = 4%	Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%  95% of students understand what is meant by Positive Communities and British Values (Sept	95% of students understand what is meant by Positive Communities and British Values - tutorial 2018/19	

	incl	ude wheelchair basketball / rugby.		2017	5% increase on previous year		220 members - 14 registered disabled = 6.5%.		
	Dar	Dame Kelly Holmes Trust (various activities for all including judo, dance etc.) Continue to support Curriculum					These figures do not account for external events		
							which take place at the Hub.		
		ivery allowing them to have access		2018	5% increase on previous year			1207 members - 28 registered as disabled	
		he sports facilities						2% (2018/19)	
				2019	5% increase on previous year				
	_								
		protected characteristics, particularly sexual orientation, marital status,	Director of	2016		95% plus chose not to say - however this was due to			
			Student		10%	the method of collection which is being reviewed for			
F			Journey/H	0047	(Duefer and to any) recovery and read his	2017/18	Drefer not to any reamones has decreased by		
		,		2017	'Prefer not to say' response reduced by		Prefer not to say response has decreased by		
		reassignment, pregnancy and	MIS/Curric		5%		40% - 48% depending on the protected		
F	ma	ternity.	ulum staff	0040	(Durface of Landau and		characteristic		
				2018	'Prefer not to say' response reduced by			Due to the introduction of CDDB (May 2018)	
					5%			Due to the introduction of GDPR (May 2018)	
								we only collected data on age, gender	
								ethnicity, disability/learning difficulty.	
								100% of students declared age and gender.	
								Ethnicity not known - 0.08% Disability not known = 1.1% Learning Difficulty not	
								known = 1.1% Learning Difficulty not known = 1.1%	
-				2010	Profes not to cov' response reduced by				Student pop up requesting disclosure of all
				2019	Prefer not to say' response reduced by 5%				
					5%				protected characteristics planned w/c 21 October 2019
-	0 [	ther improve englished of Favolity and	Assistant	2016/17	Reduce BME success gap from 13% by				October 2019
		Diversity data for Higher Education to further promote inclusivity	Assistant Principal	2016/17	8% to 5%. Reduce 16 - 18 11%	At the end of 2016/17 the BME success gap			
			Quality		1	remained at 13%. The 16 - 18 success gap was			
	Turt		and HE		success gap by 6% to 5%	reversed resulting in a 6.2% gap for 19+ students.			
			and HE	2017/18	Reduce BME success gap by 8% to 5%.		BME Success gap when LCCA data included =		
				2011/10	Reduce adult (19+) success gap by 3%		31.8%. BME		
					to 3%		Success gap when LCCA data excluded 7.1%		
					0 0 %		(gap has reduced and reversed with BME		
							students outperforming their peers by 7.1%)		
							Adult success gap when LCCA data included =		
							22.1% Adult		
							Success gap when LCCA data excluded = 0.2%		
							Subject of the subjec		
				2018/19	In 2017/18 BME outperformed their				
			1	, 10	White peers by 8%. Reduce the				
					success gap for White students by 5%			Success gap for White students now	
					to 3%. Reduce the success			reduced by 3.9% (from 8% to 4.1%)	
					gap for those from widening			The Success gap for those from widening	
					participation areas by 2% (from 5% to			participation areas has reduced by 2.2%	
					3%)			(from 5% to 2.8%)	
			2	2019	- /			,	
	1				18/19 HE achievement (including				
	l l					İ			
					LCCA) = 58%				
					Achievement for Caribbean students =				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%)				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%) Achievement for African students =				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%) Achievement for African students = 49.4% (gap of 8.6%)				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%) Achievement for African students = 49.4% (gap of 8.6%) Targets				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%) Achievement for African students = 49.4% (gap of 8.6%) Targets Reduce achievement gap for Caribbean				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%) Achievement for African students = 49.4% (gap of 8.6%) Targets Reduce achievement gap for Caribbean students by 10% (from 33.4% to 23.4%				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%) Achievement for African students = 49.4% (gap of 8.6%) Targets Reduce achievement gap for Caribbean students by 10% (from 33.4% to 23.4% Reduce achievement gap for African				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%) Achievement for African students = 49.4% (gap of 8.6%) Targets Reduce achievement gap for Caribbean students by 10% (from 33.4% to 23.4%				
					Achievement for Caribbean students = 24.6 % (gap of 33.4%) Achievement for African students = 49.4% (gap of 8.6%) Targets Reduce achievement gap for Caribbean students by 10% (from 33.4% to 23.4% Reduce achievement gap for African				