



TRURO AND PENWITH COLLEGE



Equality and Diversity Monitoring Report September 2024 – August 2025

Introduction

The promotion of equality, diversity and inclusion (EDI) is a fundamental element of the College's mission. However, in line with other public sector thinking the College has chosen to change Equality to Equity in reference to EDI. The definition utilised for Equity is "the quality of being fair and impartial".

The College is committed to meeting the needs of individual learners identified in the Equality Act 2010 protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender or sexual orientation. The College has adopted the Equality, Diversity and Inclusion Policy for 2022-24 which is available here [Equality-Diversity-and-Inclusion-Policy-February-2025.pdf](#)

The College also conducts an annual Gender Pay Gap Report on its staff and this can be found here [Truro-and-Penwith-College-Gender-Pay-Gap-Report-2024.pdf](#)

The College's last Ofsted report was in December 2024 and can be found here [Reports.ofsted.gov.uk](#). The inspectors noted that:

"Across all provision types, students and apprentices feel valued and safe. They appreciate the respectful and inclusive culture that staff promote."

The SMT College lead is the Director of Student Experience who conducted an EDI review in December 2023 and produced a three-year operational plan at the start of 2024. The College hosts an EDI Committee three times a year which includes members from both academic and support staff who review the operational plan, consider how to incorporate best practice into teaching and learning and make recommendations for training. Members of the committee also support the annual EDI fair in March at both Truro and Penwith which encourages attendance of over 3000 learners to the event to promote the FREDIE values (Fairness, Respect, Equality, Diversity, Inclusion and Engagement).

The committee also agreed that to promote all aspects of inclusion that it would complete an annual report of its work but produce this in a magazine readable style focussing on college case studies. The report can be found here for 2025 [EDI-Annual-Report-2025.pdf](#).

Student Data and Background Information

Learner Voice

The student evaluation of Teaching and Learning in March 2025 based on 14,202 responses demonstrated that:

- I am treated in a fair and unbiased way during classes.

Agree Strongly	Agree	Disagree	Disagree Strongly
65%	31%	3%	2%
63%	33%	3%	2%

- I receive the support I need in class.

Agree Strongly	Agree	Disagree	Disagree Strongly
56%	38%	4%	2%
54%	41%	4%	1%

- I am aware of the support available through the Study Centre.

Agree Strongly	Agree	Disagree	Disagree Strongly
55%	39%	5%	1%
51%	42%	6%	1%

- I am aware of the wide range of support available through Student Services.

Agree Strongly	Agree	Disagree	Disagree Strongly
58%	38%	3%	1%
52%	43%	4%	1%

- Overall, I am happy with the quality of personal support that I receive.

Agree Strongly	Agree	Disagree	Disagree Strongly
66%	31%	2%	1%
63%	33%	2%	1%

These results exactly match the same percentages as in the previous year, demonstrating the College's continued high standards.

Another significant source of learner feedback (and feedback from parents, employers, neighbours etc.) is the College Complaints Procedure. For 2024/25 1% (1 out of 64 total) of complaints related to issues that might be founded in equality of opportunity matters. This is a drop of 2% in the last two years.

The College's policy and practice have been to record and respond quickly to all complaints, written or spoken, and not to deflect students' attempts to register their unhappiness or dissatisfaction through requiring them to go through elaborate formal paper procedures.

Performance Data

During 2024/25 there was 11,868 learners in Truro and Penwith College inclusive all enrolments under EFSA rules.

Ethnicity Data

86% of the student population at Truro and Penwith is White British. This remains unchanged from the previous reporting period. The remaining 14% is a combination of identified and mixed heritage identities. There has been no change to this statistic in the last three years.

The National Census Statistics Report indicates that "white" remains the largest high level ethnic group in England and Wales of 81.7%. Cornwall county has an average of 93.6% "white" according to the local authorities 2021 data set. The total proportion of learners with different ethnicities is significantly above national averages within the College and demonstrates the inclusive nature of our learning opportunity.

The average achievement rate for all learners was 82.9%.

The largest cohort of learners is White British with 8,597 overall achieving with an 83.4% rate. However, learners in this cohort achievement was 1.2% below the national average of 84.6%.

Positive outcomes against national average of 82.9% overall for the following categories:

- African learners achieved 83.1% (83 learners)
- Chinese learners achieved 84.6% (26 learners)
- Indian learners achieved 81.4% (43 learners)

- Gypsy / Irish Traveller had 81.8% achievement rate (11 learners) which has dropped from the 100% rate in 2023/24. There were 5 more learners which demonstrates the College's increase in enrolment for this category group, but these still are behind the enrolment numbers of 2021 where we had 24 learners.
- Positive outcomes of 90% achievement rate for Bangladeshi learners (10). This was a good improvement of the previous year where the rate was 66.7%.
- 88.9% for Caribbean learners (9) and 87.8% for Other Asian learners (98) all of whom were above national averages.

Areas for development are:

- For a second year in a row, Pakistani learners (11) have underperformed in their achievement rates of 45.5 percent, which is 41% below the national average of 86.5%, this has further dropped from 66.7% from the previous year.
- Irish learners achieved 76.3% (38 learners) which was 9% below the national average.
- Data was not provided for 239 learners' ethnicity and statistical comparisons can be difficult to draw when the percentage values and numbers are very low in certain categories.

Ethnicity Name	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pass Overall %	Nat Pass Overall %	Pass % - Nat %	Xfr Overall	Cont No	QAR Excluded
African	24/25	83	69	83.1	87.4	-4.3	79	95.2	94.5	0.7	87.3	92.4	-5.1	17	0	0
Arab	24/25	10	7	70.0	85.9	-15.9	10	100.0	93.5	6.5	70.0	91.9	-21.9	0	0	0
Bangladeshi	24/25	10	9	90.0	88.8	12	9	90.0	94.8	-4.8	100.0	93.6	6.4	2	0	0
Caribbean	24/25	9	8	88.9	84.9	4.0	9	100.0	92.3	7.7	88.9	92.0	-3.1	2	0	0
Chinese	24/25	26	22	84.6	90.9	-6.3	24	92.3	95.3	-3.0	91.7	95.4	-3.7	1	1	0
Gypsy/Irish Traveller	24/25	11	9	81.8	73.3	8.5	11	100.0	84.8	15.2	81.8	86.4	-4.6	1	0	0
Indian	24/25	43	35	81.4	88.4	-7.0	37	86.0	94.2	-8.2	94.6	93.8	0.8	3	2	0
Irish	24/25	38	29	76.3	85.3	-9.0	31	81.6	90.6	-9.0	93.5	94.2	-0.7	4	0	0
Not Provided	24/25	239	183	76.6	84.7	-8.1	211	88.3	91.4	-3.1	86.7	92.7	-6.0	15	0	0
Other	24/25	72	57	79.2	86.3	-7.1	63	87.5	92.8	-5.3	90.5	93.0	-2.5	6	0	0
Other Asian	24/25	98	86	87.8	86.3	15	93	94.9	93.4	15	92.5	92.5	0.0	11	0	0
Other Black	24/25	19	15	78.9	84.7	-5.8	18	94.7	93.0	17	83.3	91.1	-7.8	9	0	0
Other Mixed	24/25	102	79	77.5	83.5	-6.0	91	89.2	90.6	-14	86.8	92.1	-5.3	15	2	0
Other White	24/25	535	434	81.1	87.5	-6.4	478	89.3	93.5	-4.2	90.8	93.6	-2.8	38	2	0
Pakistani	24/25	11	5	45.5	86.5	-41.0	6	54.5	93.5	-39.0	83.3	92.4	-9.1	0	0	0
White British	24/25	1,313	8,597	83.4	84.6	-12	9,288	90.1	90.5	-0.4	92.6	93.5	-0.9	789	49	0
White/Asian	24/25	95	75	78.9	84.5	-5.6	84	88.4	91.6	-3.2	89.3	92.3	-3.0	15	0	0
White/Black African	24/25	50	39	78.0	84.5	-6.5	44	88.0	91.8	-3.8	88.6	92.0	-3.4	8	0	0
White/Black Caribbean	24/25	14	85	81.7	81.6	0.1	94	90.4	89.3	11	90.4	91.3	-0.9	16	1	0
		11,868	9,843	82.9	84.8	-1.8	10,680	90.0	90.8	-0.8	92.2	93.4	-1.3	953	57	0

National Avg College Type: General FE and Tertiary College National Avgs

National Avgs based on columns: Ethnicity Name, Hybrid End Year

Filter: Hybrid End Year = 24/25

Sort: Ethnicity Name

ProAchieve Application 25.2.14 ; ProAchieve Database 25.2.1; Learning Aim Version LARS 2526; Learning Aim Reference Service 25/26 - 20250827_103655_LearningDelivery_V011.MDB.mdb ; National Avg Data - ET National Rates: 23/24 v 10.0 / Apprenticeship National Rates: 23/24 v 10.0 ; Hierarchy Filename HIER_20191003_159.mdb

Gender Data

42% of learners were male.

58% of learners were female.

There was a 6% decrease in male learners compared to the previous year and a 6% increase in female learners.

Retention levels in 2024/25 were 89.2% for females and 91% for males. The retention average was 90%. There was a small increase of 0.3% overall on the previous year.

Achievement rates were 82.9% by all learners with female learners achieving 84% and male learners achieving 81.5%. This was a small decrease from 83.7% on previous year but still higher than three years earlier of 81.9%.

Pass rates were 92.2% for all learners with female learners pass rates being 94.1% which is 2.6% higher than male learners at 89.6%.

Sex	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pass Overall %	Nat Pass Overall %	Pass % - Nat %	Xfr Overall	Cont No	QAR Excluded
F	24/25	6,916	5,806	84.0	85.6	-1.6	6,172	89.2	91.5	-2.3	94.1	93.5	0.6	500	40	0
M	24/25	4,952	4,037	81.5	85.3	-3.8	4,508	91.0	92.1	-1.1	89.6	92.7	-3.1	453	17	0
		11,868	9,843	82.9	85.5	-2.5	10,680	90.0	91.8	-1.8	92.2	93.2	-1.0	953	57	0

National Avg College Type: General FE and Tertiary College National Avgs

National Avgs based on columns: Hybrid End Year, Sex

Filter: Hybrid End Year = 24/25

High Needs Data

32% of the learners declared a difficulty, disability or health condition in 2023/24, which is a decrease of 6% on the previous year.

Learners with a disability had an 80.6% achievement rates which was 2.5% below the national average of 83.1%. Learners with a disability were also less likely to pass with an overall rate of 87.8% which is 3.7% below then national average. This was a reduction from the achievement rate in the previous year of 83.5%.

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 20/21 - 25/26 - All enrolments (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2026

Difficulty or Disability	Hybrid End	Learners Overall	Achievement Overall %	Achievement Overall %	National Achievement %	Achievement % National	Completed Overall	Retention Overall %	National Retention %	Retention % National	Passes Overall %	National Passes %	Passes % National	Xfer Overall	Concluded	QAR Excluded
Has difficulty/disability/health problem	24/25	3,760	3,029	80.6	83.1	-2.5	3,450	91.8	90.8	1.0	87.8	91.5	-3.7	309	11	0
No difficulty/disability/health problem	24/25	7,233	6,391	88.4	86.4	2.0	6,739	93.2	92.2	1.0	94.8	93.7	1.1	546	41	0
No information provided by the learner	24/25	875	423	48.3	85.1	-36.8	491	56.1	91.2	-34.1	86.2	93.3	-7.1	98	5	0
		11,868	9,843	82.9	85.3	-2.3	10,680	90.0	91.7	-1.7	92.2	93.0	-0.8	953	57	0

National Avg College Type: General FE and Tertiary College National Avgs
National Avgs based on columns: Difficulty or Disability Name, Hybrid End Year

Criteria: [Difficulty or Disability = Has difficulty/disability/health problem / No difficulty/disability/health problem / No information provided by the learner]
Filter: Hybrid End Year = 24/25

ProAchieve Application 25.2.1.14 ; ProAchieve Database 25.2.1 ; Learning Aim Version LARS 2526: Learning Aim Reference Service,25/26 - 20250827_103655_LearningDelivery_V011_MDB.mdb ; National Avg Data - ET National Rates: 23/24 v1.0.0 / Apprenticeship National Rates: 23/24 v1.0.0 ; Hierarchy Filename HIER_20191203_1819.mdb

High Needs Focused Report

The College offer for students with high needs across our Truro and Penwith campuses aims to ensure quality and consistency of support across our campuses (including Ottery and Tregye) for all learners with SEND (including those on our bespoke provision, the Progression Pathways courses). Managers are mobile across campuses always ensuring coverage for staff and students. Our offer for students focusses on high quality and robust information, advice and guidance prior to start, with progression, long-term goals and plans beyond college in mind. The team collates all SEND and medical information for incoming and on-roll learners which includes completing medical forms, action plans/risk assessments and Individual Education Plans (IEPs). These are available to view on the College 'SEND Dashboard' for all learners at class, cohort and individual levels including EHCP summaries. This has further been enhanced this year through a variety of reporting options to enable us to compare key performance data e.g. attendance, retention and attainment for learners with SEND, EHCPs and High Needs.

In 2024/25, we had 220 learners with EHCPs enrolled, 188 were high needs. Our record of need was 2542 learners. Student support processed 2336 CAMF forms. We received 671 referrals for learning support, delivered approximately 5140 hours of 1:1 tuition across levels 1, 2 and 3 maths, English and study skills and conducted 161 dyslexia screeners. LSMs

across the College provided approximately 129675 hours of support. Our prevailing areas disclosed need remained as Dyslexia (35.4% of our Record of need), Autism (18.5% of our Record of need). SEMH accounted for 18% of our record of need, overtook ADHD.

All of the support and teaching team have undertaken training and development to enable them to provide effective support to learners across the College, including but not limited to: Autism Level 2, TES SEND Awareness, Moving and Handling, First Aid, positive intervention, ADHD, Tourette's, Dyslexia, L3 ILM Management, L3 Safeguarding, Sensory Integration, Trauma Informed Practice, vision and hearing support etc. This annual staff development is enhanced in our SEND summer focus programme, the addition of mandatory SEND awareness training for all staff and the introduction of a SEND 'dashboard' with the aim of developing SEND knowledge and awareness to promote inclusion across the whole college community. Our team works closely with staff, students' parents/carers, and other stakeholders to ensure learners achieve their potential within their learning, employment, and training within college and beyond.

During the academic year 2024-2025, we benchmarked with Centres of Excellence, attended various conferences and training, become NATSPEC affiliates, achieved the NAS Autism Award, engaged with all of the College Quality Review Weeks and had multiple visits with Ofsted consultants. Quality Review Weeks evidenced an improvement in the areas of development identified last year related to staff awareness of student needs and inclusive teaching approaches and highlighted further areas of focus related recording and tracking of progress and curriculum design and sequencing. Furthermore, extensive work was undertaken to restructure the team, redefine existing roles and implement new roles e.g. Therapy and Care lead, inclusive practitioners, further Senior LSM roles and inclusive practitioners.

We conduct annual student, staff and parent 'voice' to further develop our services to best meet the needs of all our stakeholders. This has allowed us to shape our provision and reflect on what has worked and what needs developing. We have a comprehensive graduated response, including a broad universal offer; dedicated low sensory demand 'Calm Spaces' and two staff supported social spaces for learners with ASD and/or EHCPs and work closely with a range of stakeholders.

To address areas for improvement in high-needs provision during the spring and summer terms 2024-2025, we introduced the EEF's 'Five-a-Day' principle. Our Quality Team delivered bite-sized CPD sessions, followed by ongoing learning walks and mentoring. This approach supports staff in embedding manageable, research-backed interventions, driving measurable improvements in teaching effectiveness and learner engagement.

Our Pathways courses provide appropriately focussed programmes to meet the individual needs of students. Cohorts are diverse and each learner has unique circumstances. The majority of the learners enrolled have SEND needs (e.g. PMLD, SEMH, ASD, Dyslexia etc.) and Education, Health, and Care Plans, where others may have experienced adversity in education and/or require support to explore their options, rebuild and engage. Since 2022, significant works have been undertaken and continual progress has been made in refining and refocussing the curriculum offer to ensure it is aligned with learner working levels, needs and intent.

The Pathways provision is designed with five key strands to support learners in achieving personal growth, independence, and employment readiness:

1. Preparation for Adulthood

This course is for learners who are not pursuing formal qualifications but are focused on personal development at the pre-entry level. The curriculum is tailored to address individual sensory and behavioural needs, with progress tracked through RARPA (Recognising and Recording Progress and Achievement). Learners set personal targets aligned with their EHCP outcomes, focusing on essential life skills, communication, coping strategies, and real-world situations. Lessons are sensory-based, interactive, and designed to engage and motivate

each learner. Tutorial content is personalised, delivered on a rolling three-week cycle to reinforce learning and understanding. Pre entry Literacy and numeracy is embedded within all lessons.

2. Preparation for Independence and Employment

The core subjects in this strand include Independent Living Skills, Employability Skills, and Community Engagement, all linked to EHCP outcomes. All learners participate in functional skills in Maths and English, with lessons streamed according to ability. A key component of this course is *My Skills: My Future*, which offers varied opportunities for external supported group work, college internships, community volunteering, and social enterprise. Qualifications in Independent Living (Ascentis) are also available. Enrichment activities, such as Expressive Arts, Cookery, Outdoor Adventure, Gym, Fishing, Horticulture, and the Duke of Edinburgh Award, are offered across two enrichment days. Tutorial content is bespoke, with a rolling two-week programme to ensure reinforcement and retrieval of learning.

3. Preparation for Employment

This course focuses on developing the skills and knowledge necessary for progression towards employment, with learners working towards an Ascentis qualification in Skills for Employment. The course is offered at Entry 3 or Level 1 as appropriate, with work experience opportunities from a wide range of local employers. Regular careers advice and guidance are provided. All learners access Maths and English, with initial assessments to determine the level of study. Some learners may work towards Entry Level qualifications, while others may pursue GCSEs across the College. Tutorial content is differentiated by Pastoral Tutors to ensure all learners receive key content on topics such as Prevent, healthy relationships, and cyber safety.

4. Personal and Professional Development (PPD)

PPD provides learners the chance to explore a variety of vocational units and develop essential life skills. The curriculum includes units aimed at personal and professional growth, with qualifications available in OCNLR Level 1 or Level 2. Core subjects include English, Maths, Street Art, Psychology, and Digital Skills. The curriculum is informed by baseline assessments and adapted yearly to meet the evolving needs of learners. PPD is ideal for learners who have not previously benefited from education or who may not have the qualifications needed for further study. This strand is designed to build confidence, skills, and aspirations, helping students transition to future pathways in employment, education, apprenticeships, or training. Some enrichment is completed within the course and students also access cross college enrichment options.

5. Youth and Adult ESOL (English for Speakers of Other Languages)

Our ESOL courses aim to support non-native English speakers, including refugees, asylum seekers, economic migrants, and partners of UK citizens, in settling into UK life. The courses enhance learners' confidence and abilities in spoken fluency, written accuracy, reading, and listening in English. We also focus on developing learners' understanding of British values and culture while respecting their diverse backgrounds. Some courses also include functional mathematics skills.

Some enrichment is completed within the course or linking with PPD course provision and students also access cross college enrichment options.

Through these courses, we prepare learners for further study, employment, or work in the voluntary sector, while helping them build a sense of community and inclusion and understanding in social behaviours and expectations within college life. All courses include the following for all learners:

Maths and English - Our initial assessment process enables streaming from entry level 1-GCSE. With the exception of learners on our Preparation for Adulthood strand where numeracy and literacy are embedded across the curriculum. Our maths and English lead ensures that learners receive consistent, high-quality delivery in small groups to build their

confidence and prepare them for their City and Guilds on demand assessments when they are ready.

Tutorial – Resources are adapted to ensure that even learners with the most complex needs are being taught content in line with their peers. The approach to tutorial delivery ensures that all learners receive consistent and high-quality teaching of key pastoral topics in a stage-appropriate way and at a pace that is appropriate.

Work Related activity / placement – All learners are expected to have work placement / community engagement activities throughout their time with us. This is supported by our High Needs Careers Lead, the Industry Engagement Advisers, the learners' Personal Tutors and our My Skills: My Future programme. Significant emphasis is placed on supporting learners to secure appropriate and ambitious placements that align with their interests, abilities and next steps.

Enrichment – This is built into the mandatory guided learning hours; either through our bespoke enrichment offer or the cross-college enrichment and HWS offer examples include: Street Art, Fishing, Boccia, digital skills, cookery, etc.

In December 2024, Ofsted inspectors rated our High Needs provision as requires improvement. The report identified good practice in our cross-college provision, positively commenting on it in the EPYP and Apprenticeships provision types which they rated as outstanding. Our small bespoke provision however was judged as requiring improvement leading to the whole provision, despite it being unrepresentative of the whole provision type, being graded as requires improvement. The report included the following:

- *Students with high needs on vocational and academic programmes value the effective support they receive, helping them build confidence and resilience. Teachers adapt resources and personalise learning to individual needs. For example, creative arts students with high needs receive high quality personalised feedback that specifically addresses their individual learning plans, ensuring that their progress is closely monitored and supported. As a result, most of these students achieve outcomes broadly in line with their peers, developing independence and confidence that prepare them for further study or employment. However, students with high needs on progression pathway programmes do not always receive the same high levels of support or personalised learning to meet their individual needs.*

- *Teachers of students with high needs on progression pathway programmes do not always set ambitious goals for students or plan lessons to meet individual students needs well enough. Teachers do not use effective teaching strategies or provide the support that students need to make good progress towards their specific goals or qualifications. Too often, teachers fail to build on students' prior knowledge, making it difficult for students to learn or apply new concepts. They do not always challenge students sufficiently, which limits their academic and personal development. Leaders have recently introduced new systems and processes for planning learning, and the recording and monitoring of students' progress towards specific targets and qualifications. However, it is too early to measure the impact of these actions.*

- *The college needs to plan and teach an ambitious curriculum that meets the individual learning and support needs of students on progression pathways programmes.*

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 20/21 - 25/26 - All enrolments (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2026

Disability	Hybrid End Year	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pas Overall %	Nat Pas Overall %	Pa ss % - Nat %	Xfr Overall	Co nt No	QAR Exclu ded
Asperger's	24/25	69	52	75.4	85.5	-10.1	60	87.0	91.8	-4.8	86.7	93.1	-6.4	8	0	0
Hearing	24/25	163	139	85.3	85.5	-0.2	146	89.6	91.8	-2.2	95.2	93.1	2.1	7	0	0
Medical	24/25	450	382	84.9	85.5	-0.6	410	91.1	91.8	-0.7	93.2	93.1	0.1	39	1	0
Mental health	24/25	750	586	78.1	85.5	-7.4	657	87.6	91.8	-4.2	89.2	93.1	-3.9	88	3	0
Mobility	24/25	87	67	77.0	85.5	-8.5	73	83.9	91.8	-7.9	91.8	93.1	-1.3	3	0	0
Multiple	24/25	103	69	67.0	85.5	-18.5	92	89.3	91.8	-2.5	75.0	93.1	-18.1	17	0	0
n/a	24/25	136	101	74.3	85.5	-11.2	123	90.4	91.8	-1.4	82.1	93.1	-11.0	14	0	0
No disability	24/25	8,861	7,706	87.0	85.5	1.5	8,276	93.4	91.8	1.6	93.1	93.1	0.0	655	45	0
Not known/not provided	24/25	875	423	48.3	85.5	-37.2	491	56.1	91.8	-35.7	86.2	93.1	-6.9	98	5	0
Other	24/25	64	52	81.3	85.5	-4.2	59	92.2	91.8	0.4	88.1	93.1	-5.0	5	0	0
Physical	24/25	56	48	85.7	85.5	0.2	52	92.9	91.8	1.1	92.3	93.1	-0.8	1	0	0
Profound/Complex	24/25	13	9	69.2	85.5	-16.3	13	100.0	91.8	8.2	69.2	93.1	-23.9	0	0	0
Temporary	24/25	4	4	100.0	85.5	14.5	4	100.0	91.8	8.2	100.0	93.1	6.9	1	0	0
Visual	24/25	237	205	86.5	85.5	1.0	224	94.5	91.8	2.7	91.5	93.1	-1.6	17	3	0
		11,868	9,843	82.9	85.5	-2.6	10,680	90.0	91.8	-1.8	92.2	93.1	-0.9	953	57	0

National Avg College Type: General FE and Tertiary College National Avgs
National Avgs based on columns: Hybrid End Year

Filter: Hybrid End Year = 24/25 Hybrid End Year = 24/25
Sort: Disability Name

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 20/21 - 25/26 - All enrolments (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2026

Learning Difficulty	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pas Overall %	Nat Pas Overall %	Pas % - Nat %	Xfr Overall	Count No	QAR Excluded
Autism	24/25	452	356	78.8	85.5	-6.7	421	93.1	91.8	1.3	84.6	93.1	-8.5	61	0	0
Dyscalculia	24/25	51	38	74.5	85.5	-11.0	46	90.2	91.8	-1.6	82.6	93.1	-10.5	2	1	0
Dyslexia	24/25	1,365	1,130	82.8	85.5	-2.7	1,285	94.1	91.8	2.3	87.9	93.1	-5.2	93	4	0
Moderate	24/25	69	47	68.1	85.5	-17.4	64	92.8	91.8	1.0	73.4	93.1	-19.7	15	0	0
Multiple	24/25	99	67	67.7	85.5	-17.8	88	88.9	91.8	-2.9	76.1	93.1	-17.0	4	0	0
n/a	24/25	136	101	74.3	85.5	-11.2	123	90.4	91.8	-1.4	82.1	93.1	-11.0	14	0	0
None	24/25	8,408	7,355	87.5	85.5	2.0	7,783	92.6	91.8	0.8	94.5	93.1	1.4	644	47	0
Not Known /Not Provided	24/25	875	423	48.3	85.5	-37.2	491	56.1	91.8	-35.7	86.2	93.1	-6.9	98	5	0
Other	24/25	331	265	80.1	85.5	-5.4	304	91.8	91.8	0.0	87.2	93.1	-5.9	11	0	0
Other Spec	24/25	72	55	76.4	85.5	-9.1	65	90.3	91.8	-1.5	84.6	93.1	-8.5	8	0	0
Severe	24/25	10	6	60.0	85.5	-25.5	10	100.0	91.8	8.2	60.0	93.1	-33.1	3	0	0
		11,868	9,843	82.9	85.5	-2.6	10,680	90.0	91.8	-1.8	92.2	93.1	-0.9	953	57	0

National Avg College Type: General FE and Tertiary College National Avgs
National Avgs based on columns: Hybrid End Year

Filter: Hybrid End Year = 24/25 Hybrid End Year = 24/25
Sort: Learning Difficulty Name

Processes

- Processed 2336 CAMFs (Confidential, Additional Medical Form)
- Received 671 referrals for additional support including out of class tuition, screening, SEND Advice and Guidance and assistive technology.
- 9 tutors, delivered approximately 5140hrs of 1:1 tuition across Levels 1, 2 and 3 maths, English and Study Skills
- Conducted 161 dyslexia screeners.
- Provided approximately 127,675hrs of LSM support.

EHCP + Record of Need

- 220 learners with EHCPs, of which 190 had high needs and our record of need was 2542 students
- Dyslexia remained as our prevailing area of need accounting for 35.4% of our record of need.
- Autism 18% of our record of need
- Social Emotional and Mental Health (SEMH) needs 18% of our record of need.

Voice feedback:

92% of students felt that their support was tailored to meet their needs.

Students said:

- “The support is always helpful and you can get the support really easily as the support team are easily approachable”
- “1:1 sessions have helped me feel more confident in asking questions that I don't feel confident in asking in a lecture theatre full of people. Helping me understand the course has helped me continue this programme”
- “The quiet rooms are an incredible thing to be able to use when I need to regulate myself.”

Parents/NOKs said:

- “Excellent support for academic development but also wider personal and social development. Excellent relationships built throughout the course which have supported learning and confidence.”
- “The support worked really well because it was discreet, the 1-1 was kind and helped organise what work needed to be done, she was also there for the other group members so my child didn't stand out as different.”
- “The level of support has taken into account my young person's views and requirements.”

Staff Data and Background Information

Introduction

Truro and Penwith College remain committed to fostering equality, diversity, and inclusion (EDI) within its staff community. Highlights include achievements in recruitment, retention, training, workplace culture, and ongoing efforts to address challenges.

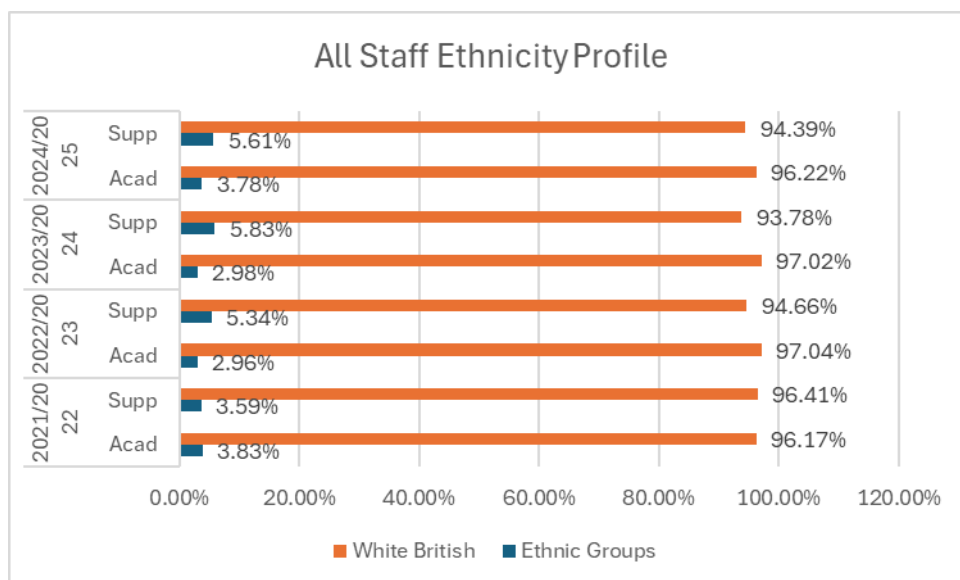
Demographic Overview:

The College employed 1144 staff throughout the monitoring period (1 September 2024 to 31 August 2025), including support, academic and managerial roles. Our key staff statistics were as follows:

Ethnicity:

- 95% of staff are White British
- 5% are other Ethnic Groups

Our demographic data is representative of the Cornwall population (97% white British, 2021 Census data), but not representative of student data (86%).



Gender:

- 65% Female, 35% Male
- Mean gender pay gap: 7.41%
- Median gender pay gap: 17.46%

Gender make-up of the further education workforce has remained fairly consistent for the previous three years and is predominantly (65.5%) female in 2023/24. While this is true across all role types, it is particularly prominent in administration and support roles. (DfE FE workforce Data 2024/25). The College employed 749 females and 395 males in 2024/2025. 67% of the total female staff worked part time. Based on the 65% female demographic the ratios in the service conditions are showing higher than average representation in support staff and senior management and slightly under in management level and academic roles.

50% of men work full time at the College compared to 33% of females. The mean age of female staff is 0.7 years older than male staff.

Service Conditions

	F	M
ACADEMIC	29.72%	19.58%
MANAGEMENT	2.10%	1.22%
SMT	0.52%	0.09%
SUPPORT	33.13%	13.64%
Grand Total	65.47%	34.53%

Full and Part Time

	F	M
Full Time	21.33%	17.31%
Part Time	44.14%	17.22%

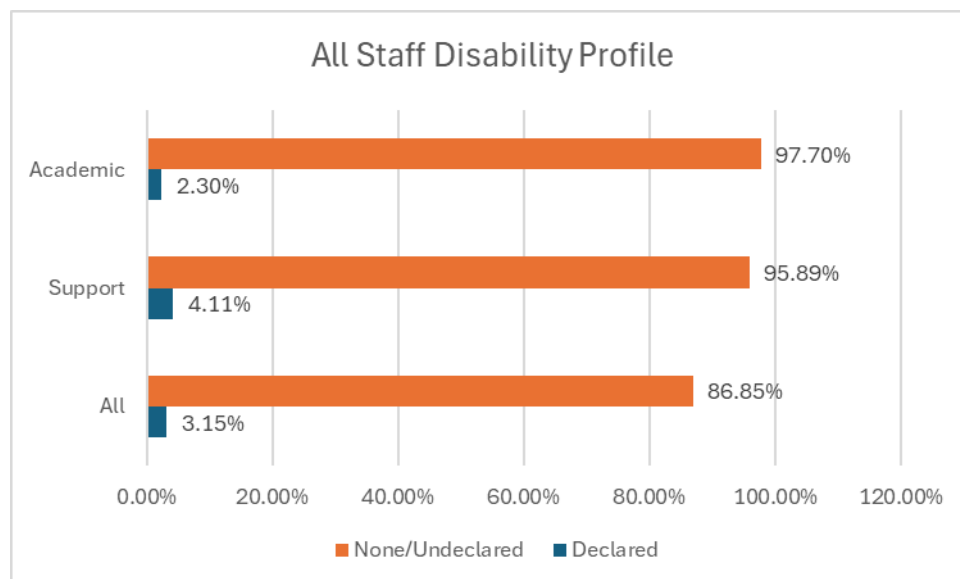
Mean Age

	2022/2023	2023/2024	2023/2025
F	46.27	46.07	47.77
M	44.75	46.38	47.07

Truro and Penwith College's gap compares favourably with that of other organisations, including those within the education sector and we are committed to undertaking the necessary action to close its gender pay gap. The full Gender Pay Gap report is available on the College's website and linked in paragraph 1 of this document.

Disability

- Staff declared: 3.15%



Nationally as per the 2023/24 FE workforce data 8.0% declared a Disability compared to 5.7% within the South West.

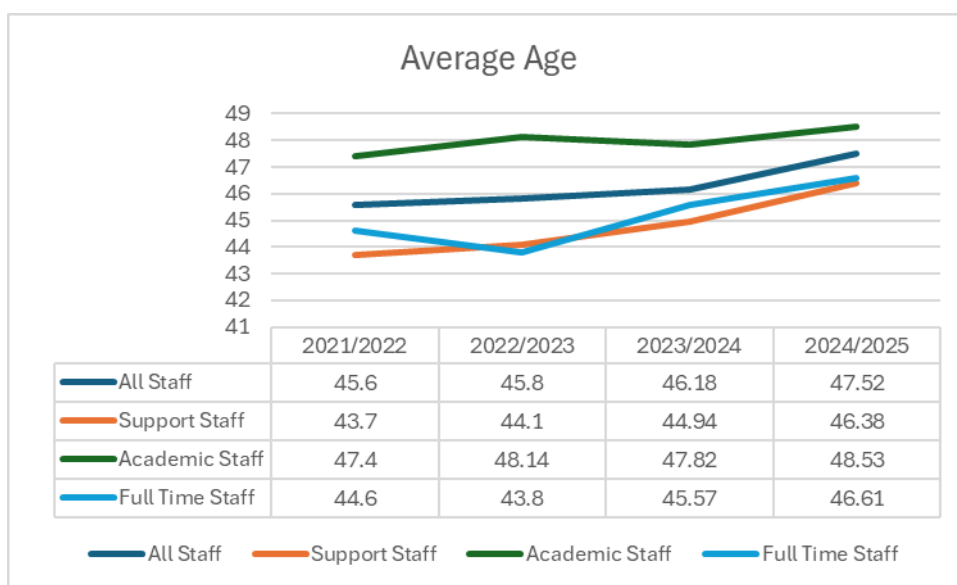
The College holds the 'Disability Confident Employer' accreditation by Job Centre Plus. This underlines our commitment to the recruitment and retention of disabled employees. The College makes adjustments to working environments and staff hours where necessary and reasonable. Investors in Diversity staff feedback highlighted the positive approach by the College to making adjustments.

A wide range of support is available to staff including:

- Employee Assistance Programme provided by Education Support offering 24/7 free and independent counselling & support.
- Occupational health support
- Mental Health Support
- Mental Health First Aiders
- Access to Work
- Reasonable adjustments in place for staff and candidates through the recruitment process

Age Profile

	2022/2023	2023/2024	2024/25
Mean Age	45.80	46.18	47.52



The age profile of the College has remained relatively constant over the last five years, with the highest cluster of ages remaining in the 45–55-year-old group. The 2023/24 FE Workforce Data workforce data indicates that the Median age nationally is 46 years, the same as in 2022/23. The Mean age was 47.52 therefore in line with the national figures.

Governors Profile

45% male and 55% female. The majority ethnic group was White British. Average age has reduced for the second year running and is now 51.5. This is a significant improvement since the last report.

Sexual Orientation/religion or belief

As a college we do not record this data but with a new HRIS system due for roll out late 2026 our data collection will be much improved.

Maternity & Pregnancy

The maternity return rate was 100% with all women returning to work. Of those who returned 25% came back on a part time basis (by personal request). The College has a wide range of family friendly policies which assist staff in accommodating their caring responsibilities, along with an onsite nursery at the Truro campus and encourage staff to return to work following maternity leave.

6 members of staff took paternity leave during the 2024/2025 period which is the same as 2023/2024.

Since September 2023 there have been significant enhancements in entitlements in the maternity, adoption, and paternity leave policies, reflecting our commitment to fostering an inclusive and supportive workplace for all. These increased entitlements are designed to not only accommodate the diverse needs of our staff during significant life events but also to reinforce our dedication to retaining valuable talent within the College.

Recruitment and Hiring:

“The College is an Equal Opportunities Employer and is committed to ensuring a culture of valuing diversity and equal opportunities.”

The recruitment pages and job descriptions also contain the Disability Confident Employer symbol. The Human Resource and Employee Services team continue to modify job adverts to encourage a diverse range of applications. All managers undergo appropriate training, emphasising non-discrimination, disability awareness, reasonable adjustments, safer recruitment, and unconscious bias.

The College advertises all posts on a variety of online job boards and continues to explore ways of achieving a broader range of applications. For example, through social media, job fairs, and local career events.

In 2024/25 on average 87.6% of applicants provided the relevant information on the EDI monitoring form.

In 2024/25 of the 87.2% completing the ethnicity application data, the ethnic diversity was as follows:

- 73.1% White British
- 2.35% White EU
- 8.21% White Other
- 0.88% Mixed Race
- 6.16% Asian
- 1.47% African
- 7.62% Other ethnicity

In 2024/25 of the 88% completing the gender application data, gender data was as follows:

- 31.2% Male
- 56.78% Female

We are in the process of procuring a new HR Information System that will aid more detailed reporting of EDI data which will be used to inform future people plans and enable us to work proactively to easily identify areas for improvement.

Retention and Promotion:

Ongoing efforts to improve recruitment processes aim to eliminate barriers to promotion and development, including the increase of flexible working through the increased offer of fractional teaching contracts and hybrid working opportunities to attract, accommodate and retain a diverse demographic. We have used more targeted approaches such as social media platforms to raise the profile of our recruitment activity and Agency have also been deployed to help us in hard to recruit to areas like construction and engineering,

Training and Development:

The College demonstrates its commitment to equality, diversity and inclusion by providing a range of training opportunities for its employees. In 2025, the College appointed a new part time Training and Development Co-ordinator which highlights our commitment to ensuring our people are well equipped and suitably trained to perform their roles. We are currently reviewing our training activities and focusing on more structured training through staff development days as well as mandatory activity. Courses available currently include SEND Awareness training for all staff plus various other options including Managing Behaviour Online, Supporting and Engaging Students with Autism, Young Mental Health and Mental Health First Aid courses, Menopause Awareness Training, Breast Cancer Awareness, Mental Health First Aid refreshers and Suicide First Aid training.

Workplace Culture and Inclusion:

The following HR policies and procedures were reviewed or developed during 2024/25:

Updated

- ✓ Adoption Leave Scheme
- ✓ Complaints Procedure
- ✓ Flexible Working Policy
- ✓ Grievance Procedure for Senior Post Holders
- ✓ Hybrid Working Policy
- ✓ Leave of Absence Policy
- ✓ Maternity Leave Scheme
- ✓ Menopause Policy
- ✓ Neonatal Care and Leave Scheme
- ✓ Staff Annual Leave Purchase Scheme
- ✓ Support Staff working & additional hours
- ✓ Whistleblowing Policy and Procedures

New

- ✓ Appraisal Policy

These policies are reviewed regularly to ensure they do not directly or indirectly discriminate against groups of staff. In addition, new policies are introduced as required to ensure we are compliant and have clarity for our people on a wide range of HR matters. We consult with our staff via our Joint Consultative Committee, our senior management team and governors on new policies and any required amendments to existing policies. Each policy must have an equality impact assessment completed which was newly introduced in 2025.

Employee Networks and Support:

The College's ENRICHment Team offers many health, wellbeing, creativity, connection & sport sessions that staff can access for free. The Enrichment timetable has many fitness sessions including use of the college gyms, swimming, yoga, Pilates, spinning, dance, multi-sports and running. The team also provides one to one advice where staff can access advice on diet, fitness programmes, personal training, injury prevention and rehabilitation and improving mental health through physical activity. A dedicated Staff Wellbeing information section on the intranet provides various information and signposting for staff. This year Enrichment continued to promote menopause, wellbeing days, EDI events and other initiatives to engage and support staff with their wellbeing. The College's Health and Wellbeing Policy demonstrate its strategy and commitment to building and maintaining a workplace environment and culture that has a holistic approach to healthy lifestyle choices. It seeks to

increase worker knowledge and awareness of health and wellbeing issues and healthy lifestyle behaviours, including emotional, physical, social, financial, and societal wellbeing. Mixed sessions of both staff and students are arranged at lunchtimes and outside the college day. In addition, professional services including counselling and mental health are made available to all college staff through the EAP. The College also works with partners to provide new and ongoing initiatives to staff which include onsite NHS health checks, Healthy Cornwall events and onsite promotion.

Outcomes Report from Actions taken in 2024/25

1. **Retention** – The Director of Quality has reviewed the College’s retention and strategy to improve the retention of learners. This included adopting the “one more thing” approach to support young people and stop them dropping out in the first 42 days.
2. **Tackling Discrimination**
 - The College became a more proactive member of the No Hate Partnership in Cornwall with the Director of Student Experience joining this group.
 - The College worked with Diverse Communities Policing Team and Cornwall Council to follow clearer protocols on reporting hate crime.
 - New internal procedures and training for safeguarding team on recording hate crime was undertaken.
 - Staff training was conducted in April 2025 on Actively Anti Racism approaches.
 - The college devised an Anti-Racism Policy which can be found here [Anti-Racism-Policy-September-2024.pdf](#)
 - Increased promotional material in college and on plasma screens (examples below)
 - Campaign conducted as part of EDI Fair to increase awareness and stop hate crime amongst the student population and pull ups produced.





3. **Establishment of Staff Inclusion Group** – social group over lunchtimes was established to support staff and get wider representation is an initiative requested by the EDI committee. Most attendees were for LGBT and Neurodiversity representation. The College is reviewing how it continues to support these groups through consultation in line with the College’s people strategy.
4. **Mandatory Training** – The College continues to ensure EDI related issues are part of the College’s mandatory training on induction to the College i.e. EDI and SEND related on-line modules.
5. **Mental Health** - Continuation of funding of Young People Cornwall through the Integrated Care Board to provide support for learners from Truro and Penwith College for the next 4 years.

6. **Policy** - The Equality Policy for 2025 was updated and is now reviewed annually by the Safeguarding Compliance Specialist.
7. **Bursary System** – a full communications plan was completed to advise parents of changes to the bus pass arrangements and bursary available from college. Whilst this was conducted, this is still a major area of development in 2025/26 to ensure parents are aware that there are charges for post 16 transport.
8. **Inclusion support for students** – Learner voice groups were established to ensure those with EHCP, Inclusion or those on Progression Pathways were able to feedback directly to Senior Leadership Team about their experiences. This will continue into 2025/26.
9. **CPD Training** - Promotion of disadvantage training was held across the staffing body and promotion of the support that we give to learners who are disadvantaged. Cards were produced for staff detailing offer available.
10. **High Needs Plan** – The College undertook a detailed analysis through self-assessment and quality improvement planning to support learners who are high needs both within Progression Pathways and cross college. This was led by the Associate Director for Inclusion and Director of Quality and is formulated into the College self-assessment report and the quality improvement plan. Detailed work placement and Community options plus support from an Industry Engagement Consultant bespoke to high needs.
11. **Promotion of EDI Reports** – these were actively promoted across the leadership teams of the College, promoted on the college website and discussed in committees at Governance, SMT and EDI Committee levels.
12. **Board of Governors** – Three Governors undertook task and finish groups to support the Director of Student Experience on EDI and the direction of the College.
13. **Mental Health Strategy** – the College continued to support its mental health strategy and the magazine report can be found here [Mental-Health-Annual-Report-2025.pdf](#)

2025/26 Improvement and Action Plan

1. **Retention** – continued work to reduce the number of early leavers and increase retention. In particular, focus on those groups of ethnicity and gender that had lower results in the last academic year.
 - Improve the retention average for all learners to 92% to match national averages.
 - Improve the achievement rates average to 86% to match national averages.
 - Improve the pass rates average to 93% to match national averages.
 - Focus to improve % rates for learners from Pakistani ethnic groups and Irish ethnic group.

- Still a need to encourage Gypsy/Romany travellers to understand the value of further education to increase number of enrolments. Director of Student Experience to make contact with Traveller Space who support this community in outreach work.
2. **Tackling Discrimination** Truro and Penwith College is committed to ensuring that students of diverse backgrounds feel fully supported whilst learning at all its sites. The College is aware that discrimination is an issue that the College needs to tackle and will set organisational objectives specific to our context at Truro and Penwith. It obtained buy-in and support from college leadership, including senior management and governing body, as well as external agencies to prioritise diversity and inclusion as core values of the College.

The College is aware through its safeguarding and tutorial support systems that some learners experience discrimination (received through verbal insults, cyber bullying or inappropriate gestures) online, during bus travel to and from college and in person.

In particular, the College notes the following issues which it wishes to prioritise in 2025/26 academic years.

- Reduction in on-line racism on college devices as monitored by Smoothwall.
 - Training staff in actively anti-racist approaches supported by Black Voices Cornwall
 - Education programme through tutorial to stop discrimination in particular to People of Culture; Gypsy, Romany Traveller; Disability or LGBTQIA status.
 - Education programme to promote Key British Figures from a range of diverse backgrounds.
 - The Director of Student Experience and Head of Student Services will attend relevant events and conferences showcased by the No Hate Partnership
 - The College will resource and promote its allies programme to support students and re-educate them.
 - The College will continue to find ways of celebrating those with protected characteristics in its social media and marketing resources.
3. **NEETs**– Continued preventative strategies to be built upon to stop young people becoming Not in Education, Employment or Training. This includes working with the Council on prevention strategies, data sharing agreements and also building on the Thrive project with schools. Thrive supports those pupils at risk of becoming NEET to get much more support from college throughout their transition.
4. **Parental Communications for Transport and Bursary** – as outlined above this action will continue for 2 years to consider how best to communicate the changes in transport and funding for bus passes to most disadvantaged groups in Cornwall. The SMT will review with Go Cornwall the best methods for promoting the offer.
5. **EEF Project** – this project is funded, and Truro and Penwith College is one of the 5 partners to consider ways to support the most disadvantaged learners. There is considerable overlap with EDI related issues and therefore the College will work hard to reduce disadvantage for those most in need. Extract below explaining the Partnership.

The EEF Evidence Partnership – Why, Who, What and How

Why: The Evidence Partnership exists to address persistent gaps in outcomes for disadvantaged learners by ensuring that decisions about teaching, learning, and support are informed by robust evidence rather than isolated initiatives or intuition alone.

Who: The partnership brings together the Education Endowment Foundation, colleges, senior leaders, teachers, and wider system partners to build shared capacity for evidence-informed improvement across the 16–19 sector.

What: It focuses on embedding evidence-informed pedagogy, improving professional learning, and supporting structured enquiry and evaluation in real college contexts, particularly where evidence has historically been limited for FE.

How: Colleges are supported to engage in disciplined enquiry, professional learning cycles, and collaborative working, enabling staff to test, adapt, and scale effective practice in ways that improve engagement, attendance, retention, and learner outcomes.

6. **Joining the Cornwall Disadvantage Network** - The Cornwall Disadvantage Network translates national findings into local, collaborative action, recognising Cornwall's distinct challenges including rurality, transport barriers, coastal and intergenerational poverty, limited access to specialist services, and transition gaps between education and employment. The network supports shared intelligence, coordinated responses, and place-based solutions rooted in lived experience rather than national averages.
7. **High Needs** – continued work by the Quality Team and Head of Inclusion to work as part of the college improvement plan on high needs strategy and operational plans. These plans are created separately to this report and to support improvement to the Requires Improvement grade from Ofsted visit in December 2024.