



**LONG
ROAD** SIXTH FORM
COLLEGE
CAMBRIDGE

Equality & Diversity

Annual Report 2018/19



Long Road Sixth Form College
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Long Road Sixth Form College is one of two sixth form colleges in Cambridge. We are inclusive and comprehensive. Students come from a wide range of schools covering a large geographical area. The average GCSE score on entry is lower than average for the sixth-form sector, and around 200 students start on a 1 year access course, completing Level 2 courses, before starting the two-year Level 3 programme.

Entry criteria are 7 Grade 4s (including for English and Maths) for A level courses and 5 Grade 4s for Applied General courses (BTEC and OCR Cambridge Technicals) including English. Some subjects have higher entry requirements. Around 60% of leavers progress to HE with the remainder going directly into employment or training.

The college was rated Good by Ofsted in 2017. 'The college has effective arrangements for personal development, behaviour, welfare and safeguarding. Students are very respectful towards each other and staff members. They demonstrate good tolerance of different cultures and life in modern Britain. For example, a student-led lesbian, gay, bisexual and transgender (LGBT) group enables new LGBT students to meet, discuss their identities and support each other at the college. Leaders and teachers promote well the importance of British values and democracy,' *Ofsted Report, 2017.*



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Vision and values

Our vision is to be a high-achieving and inclusive sixth form college, which inspires, helps and motivates our students to become the best that they can be.

Long Road values:

- We act with integrity; we keep our commitments and are honest, fair and trustworthy.
- We aim to encourage and inspire each other to success – to be the best that we can be.
- We share a passion for learning and its capacity to transform lives.
- We show respect for ourselves, for others and for our environment.
- We will achieve our vision through collaborative, effective teamwork, both in college and with our community partners.

We also promote the following values:

Democracy by encouraging students to accept responsibility for their behaviour, show initiative, understand how they can contribute positively to the lives of those living and working in the locality and to society more widely, and enable students to acquire a general knowledge of and respect for public institutions and services. We encourage respect for democracy and support for participation in the democratic processes.

The rule of law enabling students to distinguish right from wrong and to respect the civil and criminal law We encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality and to society more widely.

Individual liberty, promoting tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.


Mutual respect and tolerance of those with different faiths and beliefs by enabling students to develop their self-knowledge, self-esteem and self-confidence and the importance of identifying and combatting discrimination.



Activities

The college's Christian Union and Pride Club are well established and September saw the inaugural meeting of our new Amnesty group.

AMNESTY
INTERNATIONAL



Room: C114
Day: Tuesday
Time: Lunchtime
Start: 18 September

October was Black History Month and following a planning meeting, the Black Peoples' Society was formed. 25 students attended the initial meeting.



Meeting on Tuesday 9th October at 12.25 in C114

Do you want to get involved in making Black History Month? Then come to the meeting and share your ideas.



Cambridge City Council has a programme of events across the city and our own Dr Robin Bunce will be talking at ARU next week on Black Power and the British State, see below.



The front page of Moodle during Black History month

Black Peoples' Society
Tuesdays, D106, 12.20-1.05

For the first meeting, please bring an item of clothing that represents your culture.
All are welcome.

Hidden Figures, the story of a team of female African-American mathematicians who served a vital role in NASA, will be screened in D105 on Tuesday 16th October at 2.40 and on Wednesday 17th at 12.25 (feel free to bring your lunch).



At the Open Evenings in October students from the Black Peoples' Society and Pride Club volunteered their time to promote their clubs. We also had displays by Amnesty and the Christian Union.



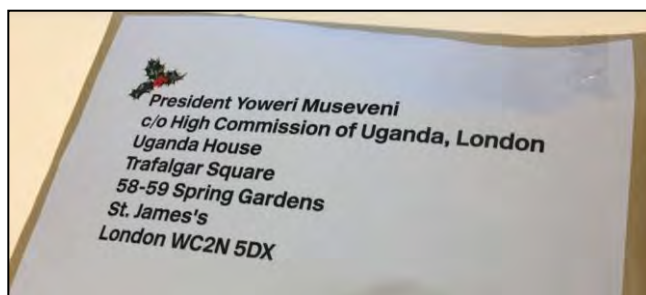


At the end of October Reverend Diana Johnson came to Long Road to share her experiences of being in the church while having an LGBT+ identity. This event was organised by staff involved in the Christian Union and those involved in the Pride Club. The event was very well received by both groups and a large number of staff also attended.

'Thanks for today, it's great to hear from new people,' Emily and the Christian Union.



For their first campaign, the students of the Amnesty group decided to do a bake sale to collect money for Amnesty International and collect postcards to be sent to the President of Uganda in protest at the treatment of LGBT+ people.



Our tutorial pilot included a lesson on E&D and identity and introduced students to the concept of intersectionality.



Tomorrow is World AIDS day

Red ribbons were sold at reception to mark World AIDS Day, raising almost £40.



Buy your ribbon at reception
The front page of Moodle for
World AIDS Day

In order to celebrate Christmas the Christian Union organised free hot chocolate in the quad.



Some of the college's Leadership Team taking a break from their weekly meeting to share in the Christmas spirit.



Hanukkah was marked and promoted.



After the Christmas break, we started the term and the new calendar year with a whole-day training sessions from Christine Rose, covering *Integrating E&D in classroom practice* and *Unconscious bias*.

Christine Rose Associates
Equality, diversity, inclusion

Actively tackling Unconscious Bias

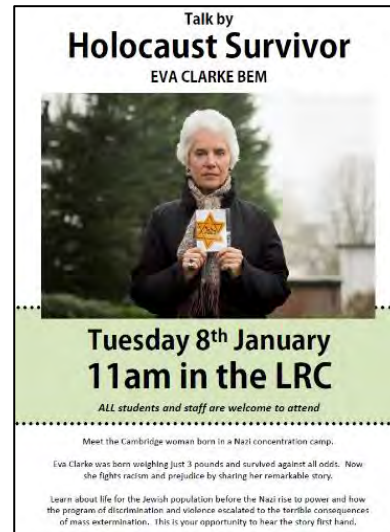
Dr Christine Rose

Integrating Equality and Diversity in classroom practice

Dr Christine Rose

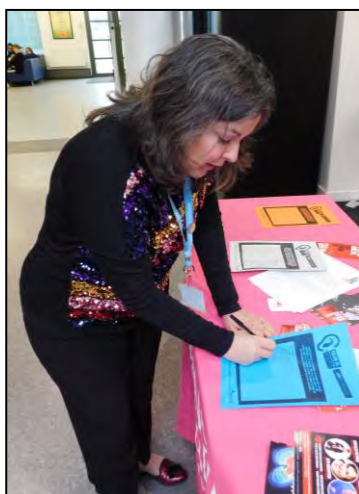


In advance of Holocaust Memorial Day Eva Clarke came to college to talk to staff and students about the experiences of her and her family at Aushwitz. Rane Blue and Jack Griffin were successful in their applications to the Lessons from Auschwitz Project and visited the historic site in March.

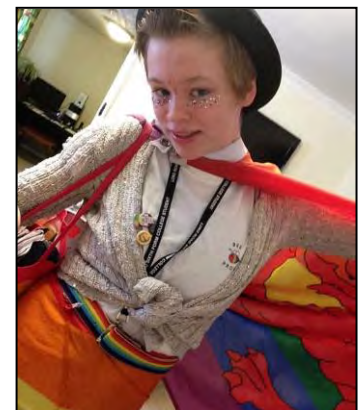


The Amnesty group's next campaign was around the Stansted 15 anti-deportation activists and they sent two boxes of paper aeroplanes to Sajid Javid in protest.

February was LGBT History Month. We started and ended the month with 'rainbow days', when many staff and students wore rainbow-themed clothing. Over 600 people signed the Stonewall NoBystanders pledge and wore their rainbow stickers with pride. Former-student Chris Stening came in to talk about his life and career and Jess from The Kite Trust delivered Queer Sexual Health, both of which were attended by staff and students. We also visited the Fitzwilliam and Museum of Zoology as part of Cambridge Museums Bridging Binaries tours.



Long Road's Principal, Yolanda Botham, signs the Stonewall NoBystanders pledge.



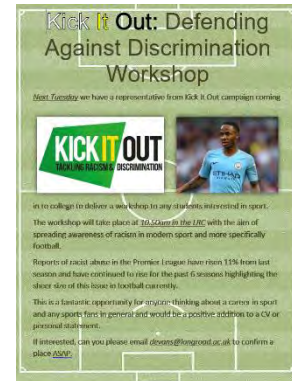


Kick it out delivered a talk on racism in sport to our sport students.



International Women's Day was at the start of March. In reception we had a display of influential women from many subjects and we showed *Made in Dagenham* in the Student Centre. Many teachers facilitated a class discussion about women's history in their subject.

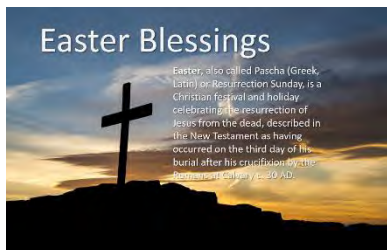
During the Time to Talk Day staff shared their mental health experiences over tea and cake in the staff room and a similar event for students in the Student Centre, where they also painted stones.



For World Autism Awareness Week we put together an informative display in reception and organised cake sale, raising almost £100 for the National Autistic Society.

In their third campaign, the Amnesty Group collected almost £150 through a charity football event in support of the *I welcome refugees* campaign.

At the end of March student Rane Blue organised a charity rugby match to collect money for Mind in memory of Jayden Lowe, who died at the start of the year. Jayden's parents and sister attended.



Easter is a very important festival for Christians, marking the death and rebirth of Christ. The Christian Union had a banner at the front of the college and in the last week of term they gave out chocolates to demonstrate charity and kindness.

Eid was marked and promoted.



In addition to cross-college, course teams incorporated E&D activities into lessons, for example:



- Sociology students made a fantastic display outside to mark International Women's Day and women in advertising were looked at in Media Studies.
- Legal issues surrounding Hate Crime were studied in Criminology for LGBT History Month
- Issues surround racism were discussed in sport lessons.



Outreach



Long Road is part of the *Equality & Diversity in Education* initiative, which aims to increase diversity of the school and college leadership workforce. The programme supports teachers with characteristics protected by the 2010 Equality Act into leadership positions. Current projects in the East of England and North East London aim to remove barriers for people with at least one of the following protected characteristic:

1. Race including colour, nationality, ethnic or national origin
2. Sex
3. Sexual orientation
4. Pregnancy and maternity
5. Gender reassignment

Equality & Diversity in Education is funded through the Department for Education's Equality and Diversity Fund, which has been offered since 2014 and over 2000 teachers have taken part so far. For 2018 - 2020 a new model has been designed to increase geographical coverage and provide new opportunities to scale up best practice delivery models.

Staff from Long Road are involved in the Courageous Leaders programme, a one-year leadership and management programme for LGBT+ teachers. Working with staff from Wickford Teaching School Alliance, Burnt Mill Academy Trust and Anglia Ruskin University college staff plan and deliver the programme, in addition to mentoring participants



Highlights of 18/19

- The website (www.courageousleaders.org.uk) has been very successful in publicising the project.
- Nicola Nadanakumaran from the DfE came to the last workshop of 18/19 and gave us very positive feedback, including a quote for our website.
- In response to the demonstrations about SRE and LGBT inclusion in schools a position statement was published on the website.
- Dr Catherine Lee, Deputy Dean at ARU, provided the DfE with two summaries of the research she has done based on CL. They have acknowledged both of these as very helpful. The related paper is published in the *Journal of Management in Education*.
- A newsletter has been established that, in addition to the social media platforms, helps keep people in touch and furthers the project's aim to build a community of practice where teachers can help, support and advise each other.

Courageous Leaders

'I enjoyed joining participants at courageous leaders yesterday -the programme has certainly been designed and delivered expertly and tailored to participants so well'

Nicola Nadanakumaran
School Leadership Unit, DfE



Our community: students

In 2018/19 we had 2334 ILR-funded students, 46.1% of whom were female and 53.9% male.

4.2% of our students were entitled to free school meals and 9.4% received a bursary.

At enrolment, our students identified themselves with the following ethnicity.

	Proportion of cohort	Cambridgeshire and Peterborough
31 - English /Welsh /Scottish / Northern Irish /British	79.3%	81.4%
32 - Irish	0.3%	0.8%
34 - Any Other White background	6.1%	7.9%
35 - White and Black Caribbean	1.1%	0.5%
36 - White and Black African	0.8%	0.3%
37 - White and Asian	1.7%	0.7%
38 - Any Other Mixed / multiple ethnic background	2.1%	0.6%
39 - Indian	0.9%	1.5%
40 - Pakistani	0.5%	1.8%
41 - Bangladeshi	1.4%	0.3%
42 - Chinese	0.5%	0.9%
43 - Any other Asian background	2.3%	1.3%
44 - African	0.7%	0.7%
45 - Caribbean	0.5%	0.4%
46 - Any other Black /African / Caribbean background	0.2%	0.2%
47 - Arab	0.3%	0.2%
98 - Any other ethnic group	0.5%	0.4%
99 - Not provided	0.9	-

SEN, welfare and health

21 students (0.9% of all students) arrived with an EHC Plan, 16 of whom were male. Seven students were young carers and they worked closed with Student Supervisors. Five were Looked After Children.

At enrolment. 324 students were confirmed as having a learning difficulty, disability or health problem that could impact on their education.

Throughout the year nine students identified themselves as trans. Some socially transitioned before starting and others during the year.



Student performance

Data collection and analysis of the performance of all student groups is robust and measured using national ALPs (A Level Performance System) benchmarks.

Strengths

- Disadvantaged students met their ALPS target
- FSM and bursary students met their ALPs target
- Females met ALPS target
- Males improved ALPS target
- Mixed heritage students met ALPS
- High needs (EHC) students exceeded ALPs targets

Areas for improvement

- Retention of FSM and bursary students
- Parity of performance between males and female



Our community: staff

In 2018/19 we had a total of 195 staff, down from 216 last year. Most staff are teachers (59.5%).

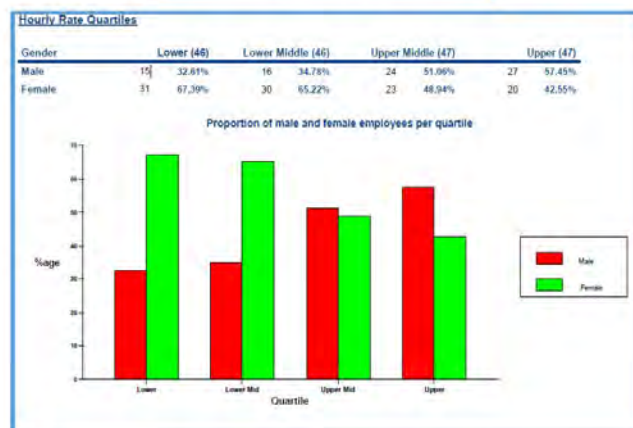
The majority of staff are female (52.8%). Our teaching staff comprises 47.4% women and 52.6% men and support staff 60.8% women and 39.2% men. Support staff have a younger age profile than teachers.

Staff are asked to continually check and update their personal details and equality data throughout the year, via self-service.

Gender Pay Gap

Our 2018 figures represent a change in our mean gender pay gap which has decreased from 11.89% to 10.94%. We can attribute this decrease to the fact that more women have been recruited at a higher hourly salary point than men who were recruited in the period (April 2017 – March 2018), including a full-time female Principal. Furthermore, following the re-evaluation and grade assessment of Support Staff roles in September 2017, a significant number of female staff received a pay increase. Of the 21 individuals whose salary was regraded in September 2017, 71% were women.

	Male	Female	Percentage Difference
Mean	20.47	18.23	10.94%
Median	23.15	20.29	12.35%



However, our median gender pay gap has increased very slightly from 12.09% to 12.35%. This is the result of the retirement of a female member of the Senior Leadership Team, a post that has not been replaced.

Addressing the Gender Pay Gap

1. The College will continue to maintain a focus on closing the gender pay gap. Gender equality remains a core part of College strategy. We will review our internal equality reporting to ensure it measures our progress effectively and identifies action.
2. Our recruitment processes remain gender neutral and the College will continue to advertise all roles fairly and widely. We ensure all interviewers have undergone unconscious bias training.
3. The College recognises the requirement for further Support Staff training for succession planning which has the potential of closing the gender pay gap. We also offer 'on the job' teacher training over 2 years, which allows a flexible way into teaching.
4. As the National Living Wage increases year by year, we will be guided by the SFCA evaluating Support and Teaching staff salaries and will continue to undertake grade assessments for all new support staff roles.
5. We are committed to encouraging flexible working and job share opportunities.



Corporation members

Relevant E&D data was collected from 16 Corporation members in October 2019. This data represents a snapshot, and each governor's information represents approximately 6%. This data is useful in the context of similar information for staff, students and local and national benchmarks. Any actions to further promote diversity on the Corporation might be developed by recruiting governors from groups with underrepresented protected characteristics.

Half of the respondents were men and half women. 82% of Corporation members identified themselves as 'white British'; 6% 'white Irish', 6% 'white other European', and 6% 'white non-European'. One Governor (6%) declared a physical impairment. All but one of the governors whose data was collected were over 40 years of age.

Equality & Diversity Objectives

2016-2019

Issue:	Action required:	Progress in 18/19
Male A2 achievement rate is 3% below the most recent national average. Male AS achievement rate is 5.2% below the most recent national average	To reduce underperformance by male students at level 3.	In 2019 the A level achievement of boys was 81.4%, down from 84.5% last year and lower than the all-college achievement of 83.0%. However the ALPS score improved from 7 to 6 showing an increase in value added.
To promote the use of the Hub as a resource for students to access and with which to provide information and advice.	Promote at induction and through the year with an increase in the participation rate of the on line resources	The Hub was integral in the induction of year 1 and Level 2 students. Various E&D and other activities were promoted on the front page so that students see them when they first log in.
To increase the recruitment of under-represented groups of students to the college because Physics sets have more than 88% male students, Computing more than 90% male students and Health and Social cares sets have more than 94% female students.	Promotion at open evenings and outreach events of positive role models. Discussions with partner schools.	At our open evenings and marketing activities we ensured that female students represented physics and computing and male students H&SC. The under recruitment to these course is a larger social issue.



Proposed Equality Objectives 2019 – 2022

We are consulting governors, students and staff about the ways in which we will achieve the following objectives:

Shared Values:

To better equip students from all groups to be confident, informed and articulate citizens able to contribute to local, national and global debates.

Proud to be me:

To ensure that we provide a safe, inclusive, supportive environment in which all members of the college can be themselves and express their identity and beliefs.

Broadening horizons:

To remove barriers so that everyone has the opportunity and support to participate, aspire, and progress.

Raising awareness:

To extend the collection and analysis of data, to ensure that the concerns and progress of all groups are monitored in order to inform decision-making and practice.