

LONG ROAD SIXTH FORM
COLLEGE
CAMBRIDGE

Equality & Diversity

Annual Report 2019/20

Everyone is
particular
different
distinct
diverse
unique

but most importantly,
everyone is **equal.**



LONG ROAD SIXTH FORM
COLLEGE
CAMBRIDGE

Long Road is a place where individual liberty, promoting tolerance and harmony between different cultural traditions and students acquiring an appreciation of and respect for their own and other cultures is celebrated.

Designed by Biagio Santoro, winner of the Long Road E&D poster competition



Introduction

The academic year started with clear plans for our activities and ended with us all working from home. This has been a year like no other before it. The pandemic and associated lockdown meant we had to find new ways of working and engaging with our students and each other. The Black Lives Matter marches in June 2020 prompted discussion in college and we started a specific group on MS Teams to accommodate this. Our Black Peoples' Society and Pride Club also went virtual. We took the opportunity to relaunch Diverse Voices, an E&D working group made up of staff across the college, and this proved very successful. In the longer term students too will be invited to meet.

During the lockdown many of our resources were focussed on ensuring the wellbeing and safety of our students and staff. We identified students who could be at risk and contacted them frequently. Most of this work was done by academic support, safeguarding and guidance staff. In May we completed an Equality and Diversity Impact Assessment (EDIA), in addition to the risk assessment for staff and students and started to invite vulnerable students to work on site. These were supervised sessions so that students could study in a quiet, safe space with good IT facilities and internet access. The EDIA was updated in August for the September start.

The removal of exams and introduction of Centre Assessed Grades (CAGs) presented further challenges. We had a 'no detriment' approach for all students and CAGs were determined from evidence submitted before the lockdown. Course teams, Heads of Departments and the Senior Leadership Team thoroughly checked and moderated all CAGs to remove unconscious bias and make sure the system was robust, fair and consistent. The government's plans changed several times and ultimately when grades were published in August the only appeal students and their parents could make were based on discrimination. Although we did receive a few appeals on these grounds none were upheld.

Long Road Sixth Form College
Long Road
Cambridge
CB2 8PX
01223 631100
www.longroad.ac.uk



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Long Road Sixth Form College is one of two sixth form colleges in Cambridge. We are inclusive and comprehensive with a student population of around 2300. 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 (less than 10%) 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 the 2019 inspection.

Teachers prepare students effectively to cope with higher-level study, an apprenticeship or employment. As a result, students are resilient and focused on achieving their goals. Students successfully move onto high-level apprenticeships, including in chemical or aerospace engineering and accountancy. Most students choose to study at university. They complete their courses and gain high-grade degrees.

Teachers and learning assistants support students who have high needs very effectively. As a result, these students achieve at least as well as other students. Learning assistants help students to break down tasks into manageable chunks. For example, students learn how to better understand difficult theoretical concepts by using flashcards for revision. This helps them make good progress with their work.

Progress coaches provide students with very good support. For example, they help students to improve the quality of their written work. As a result, students improve their confidence and develop appropriate professional behaviours. Students are well behaved and respectful to each other and staff,' *Ofsted Report, 2019*.



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 Amnesty group started the year by collecting support to push for a greener Long Road site.



For Black History Month we had a display of role models and student art work in reception and books in the LRC. As part of the [Show racism the red card](#) campaign staff and students participated in 'Red card day' on Friday 18th October. This was promoted in lessons, most prominently through the Criminology area. Role models were discussed in different subject areas and linked to lesson material.



Also in October, business students organised a cake / hot chocolate sale and raised £67 for Mind.



On 11 December a variety of staff attended an internal training session on LGBT identities and challenging homophobic, biphobic and transphobic bullying.

I found the training very helpful as it reassured me that that my knowledge and understanding were sound in most places but helped me fill in some gaps. I felt more confident afterwards. It was particularly useful to try to apply the training to case studies and share ways to tackle bullying in the classroom.

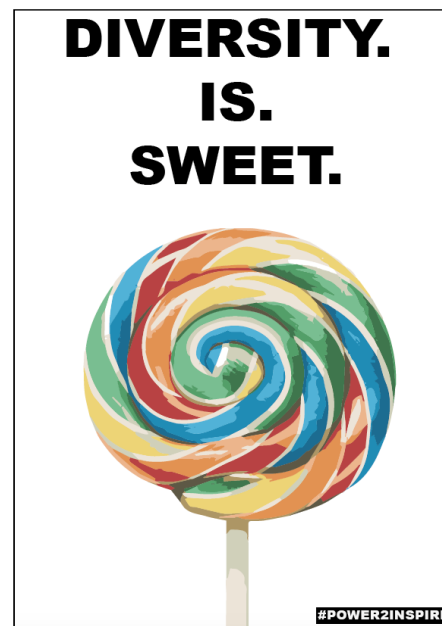
Jenny (Specialist Teacher)



In January 2020 we launched our E&D Poster Competition. Graphics and Media student Biagio Santoro won first place and received a £40 Amazon voucher – his poster is on the cover of this report. Second and third places went to Jacob Robinson and Shannon Casling respectively, both of whom also received Amazon vouchers.



Jacob Robinson won 2nd place



3rd place went to Shannon Casling



In order to mark Holocaust Memorial Day we held a screening of the live webcast by Susan Pollack MBE, a survivor of Auschwitz-Birkenau.

Make sure you don't miss your opportunity to hear the incredible testimony of Susan Pollack MBE, a survivor of Auschwitz-Birkenau

Friday 24th January
10am-11am
LRC Private Study Room

It's one week until you can mark 75 years since the liberation of Auschwitz-Birkenau by tuning into our live survivor webcast with Susan Pollack MBE.

Join hundreds of organisations and take part in this unique commemorative event. Participants will be encouraged to reflect on the continuing significance of the Holocaust and to think about the theme for this year's Holocaust Memorial Day, Stand Together.

2020 was to be a really big year for the Holocaust Education Trust and their outreach programme for schools. Not only was the Lessons from Auschwitz programme running but a special event – Belsen 75 – was launched to take students to Belsen concentration camp to commemorate the liberation of the camp 75 years ago. Long Road was sending two students (Oliver Habbergham and Michaela Matthews) to Auschwitz and two students (Issy Reader and Harry Williams) to Belsen. Karen Everitt, LRC Manager was scheduled to accompany the students to Belsen. Unfortunately due to the Covid-19 pandemic, both trips were cancelled which was very disappointing for all concerned. Karen did however complete a CPD version of Lessons from Auschwitz in July and a later teacher CPD event on Belsen, which further added to her expertise and will allow her to run further events.



The theme for February's LGBT History Month was *Poetry, prose and plays*, which was actively taken up by the English and performing arts course areas. We started the month with another Rainbow Day, where staff and students got out their rainbow gear.



Dr Catherine Lee, Deputy Dean at ARU, came to talk to us about her own experiences, her research and the history of Section 28. All staff and students were invited and entire classes from sociology and health and social care attended.

The Kite Trust, a local LGBT charity, delivered *Queer sexual health* in our Pride Club. Throughout the session inclusive language is used and all identities and sexualities are considered and discussed. It is delivered in an honest, fun and interactive style.



The highlight had to be the Parliament trip. Two members of staff and 12 students attended the first ever Pride at Parliament school tour. This tour had been running for about six months by appointment only. The Pride Club was proud to be the first student group to take the tour, and made history in history month. After the tour attendees went to the gallery to watch Boris Johnson and Jeremy Corbyn debate the HS2 project.

Just wanted to say thank you for taking our daughter to the Houses of Parliament yesterday. She really enjoyed it, and we heard all about it when she got home – we don't often hear a lot so we know it made an impression!

Parent





Saturday the 7th of March was International Women's Day and to round off a week of displays and discussions lessons Dr Christine Batchelor from the Scott Polar Research Institute came in to talk to staff and students about her personal experience and research and some history of women in Antarctica.

The students were enthused in our after-talk class session. They were also enraged that women were excluded for so long, which led to a really good discussion on lived experience, community engagement and regeneration (our current topic). Some students are thinking of doing coursework on glacial movement so it was very relevant too.

Doug (Geography Course Team Leader)



The psychology team was teaching Gender development, intentionally to overlap with IWD. Teachers showed various discussions in class of media-influenced stereotypes (for men and women) and attempts to combat them, discussed the power of social media as a means for social change and included the Be a Lady, They Said viral video and discussed its messages.

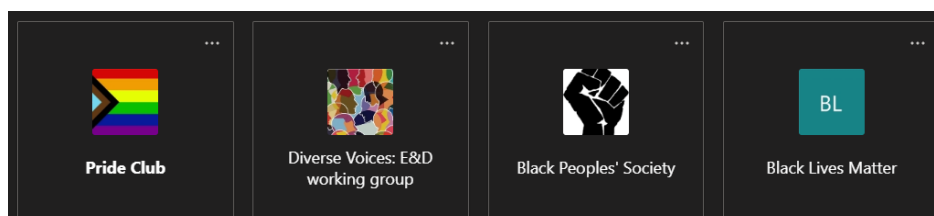
On a positive note, many students are far more androgynous than our generation and cite more flexible messages they have received throughout their lifetimes about the possibilities that exist for them. There is hope!

Anna (Psychology Course Team Leader)



On Friday 20th March college closed its doors at the end of the day and students didn't return until the next academic year. The Covid-19 pandemic and associated changes to society had a massive impact on our college community. Teaching and support went remote and exams were cancelled a short time later, leading to the demotivation of some students. All staff worked hard to ensure students remained engaged. Staff took to Teams and were soon trying out new techniques to improve on-line learning. Training was organised and a skill-sharing forum developed so that staff could help each other. Progress Coaches moved one-to-one meetings and group tutorials to Teams to support students through their studies, plan their next steps and help students remain part of our community. Pride Club and the Black Peoples' Society also moved to Teams. We pulled together in spite of everything to ensure the safety and wellbeing of everyone as much as we possibly could.

The tragic death of George Floyd in May sparked discussion and we started a Black Lives Matter Team so that staff and students could talk with candour in a safe environment. This also led to the relaunch of Diverse Voices, an E&D working group, which we continue to run on Teams with 15 staff members with a variety of backgrounds and identities.





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 characteristics:

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 19/20

- Linda Riley, publisher of Diva magazine and LGBT+ campaigner was the guest speaker on Day 1
- Day 2's guest speaker was Andrew Moffat, creator of *No outsiders*.
- Day 3 had to be remote and was held on Zoom, with Claire Birkenshaw, lecturer at Leeds Beckett University, as guest speaker.
- Courageous Leaders was shortlisted for best Community Group in the PinkNews Awards.



The Courageous Leaders Team, participants, mentors and Andrew Moffat.



Our community: students

In 2019/20 we had 2289 ILR-funded students (2334 in 18/19), 55.2 % of whom were female (46.1% in 18/19) and (53.9%) male.

2.8% of our students were entitled to free school meals (4.2% in 18/19) and 8% received a bursary (9.4% in 18/19)

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

	Proportion of cohort 19/20	Proportion of cohort 18/19	Cambridgeshire and Peterborough
31 - English / Welsh / Scottish / Northern Irish / British	76.1	79.3%	81.4%
32 - Irish	0.3	0.3%	0.8%
33 - Gypsy or Irish traveller	0.0%	0.0%	0.3%
34 - Any Other White background	7.3%	6.1%	7.9%
35 - White and Black Caribbean	1.1%	1.1%	0.5%
36 - White and Black African	0.9%	0.8%	0.3%
37 - White and Asian	1.8%	1.7%	0.7%
38 - Any Other Mixed / multiple ethnic background	2.3%	2.1%	0.6%
39 - Indian	1.2%	0.9%	1.5%
40 - Pakistani	0.5%	0.5%	1.8%
41 - Bangladeshi	1.9%	1.4%	0.3%
42 - Chinese	0.6%	0.5%	0.9%
43 - Any other Asian background	2.0%	2.3%	1.3%
44 - African	1.3%	0.7%	0.7%
45 - Caribbean	0.5%	0.5%	0.4%
46 - Any other Black / African / Caribbean background	0.5%	0.2%	0.2%
47 - Arab	0.3%	0.3%	0.2%
98 - Any other ethnic group	0.4%	0.5%	0.4%
99 - Not provided	1.1%	0.9	-

SEN, welfare and health

21 students arrived with an EHC Plan, the same as 18/19. Three students were young carers and they worked closed with Student Supervisors. One was a Looked After Child.

Over 200 students arrived with exam access arrangements and 57 with transition notes from school.



Our community: staff

In 2019/20 we had a total of 198 staff, up from 195 the previous year. Most staff were teachers (60%).

The majority of staff are female (52.5%). Our teaching staff comprises 49.6% women and 50.4% men, and support staff 57% women and 43% men. In 2018/19 the majority of staff were also female (52.8%). Our teaching staff comprised 47.4% women and 52.6% men and support staff 60.8% women and 39.2% men. In both years support staff had 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.

Corporation members

Relevant E&D data was collected from 19 Corporation members in 2020.

The membership is made up of ten men and nine women. 82% of Corporation members identified themselves as 'white British', 'white Irish' or 'white other European'. One Governor declared a physical impairment. The age range of governors is wider than in the previous report, with two members under 40.

Equality & Diversity Objectives 2019-2022

We consulted with governors, staff and students and these will be our 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.