STRATEGIC PLAN

2022 – 2025

INTRODUCTION

Long Road Sixth Form College is situated on a beautiful 9.3 Hectare site on the southern fringe of the city of Cambridge, immediately adjacent to both the Biomedical Campus and to Addenbrookes and Royal Papworth hospitals. The Biomedical campus is now the largest such specialised medical scientific campus in Europe and includes Astra Zeneca's global HQ, the Laboratory for Molecular Biology and Cancer Research UK. A new station to serve the campus is planned to open 2025, which will allow speedy transfer across the city to Long Road too.

The college serves more than 2,600 students drawn from over 110 schools from across six Local Authority regions: from Kings Lynn in the north to Stansted in the south, Newmarket in the east and St Neots in the west. Many students join the college from 14 local schools within the Cambridge Area Partnership.

Our curriculum reflects our mission and values providing a broad, inclusive offer from GCSE resits to level 4 Art Foundation. Most students follow a level 3 programme and can choose from 25 A level subjects and a range of Applied General qualifications such as Health and Social Care and Sport.

Our most recent Ofsted inspection, published January 2020, continues Long Road unbroken record of positive Ofsted judgements, with inspectors noting: '*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 on to 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.*'

The College has an income of circa £13 million. We employ close to 200 talented staff within our teaching and learning community. We have maintained outstanding financial health enabling continued investment in the college estate with a new 8 classroom block opening 2022/23. We have ambitious plans to develop our site further.

Our strategic plan connects our mission, vision and values with our strategic thinking and decision making. The plan outlines how we intend to fulfil our vision for Long Road Sixth Form College for the next three years. Staff, students, parents/carers and governors have all contributed to its development and will be vital partners in its implementation.

OUR MISSION

To empower every student to fulfil their unique potential.

OUR VISION

We strive to be:

An inspirational, supportive and inclusive learning community that fosters creativity and independence, equipping every student to enjoy an enriching life and to make a positive difference in the world.

OUR VALUES

Our values define us as a college. We seek to uphold them in all that we do.

Always Learning. We are a collaborative teaching and learning community that encourages each other to innovate, persevere and grow.

Diversity in people and ideas. We are at our best when we can be ourselves in a safe, supportive environment where everyone is valued, and different perspectives are welcome.

Empathy. We treat each other with kindness and respect, taking responsibility for our actions.

Integrity. We keep our commitments and are honest, fair and trustworthy.

Sustainability. We act to reduce our direct environmental impact and to create a sustainable future for everyone.

1. PLANNING ASSUMPTIONS

We will seek to:

- Grow student numbers
- Maintain Long Road's inclusive character (mix of provision & levels of learning)
- Continue to develop and enhance our pedagogy
- Maintain our willingness to respond to new local/regional/national needs and adapt our curriculum as appropriate
- Diversify income and reduce costs where we can
- Develop our estate
- Honour national pay recommendations unless to do so would risk financial sustainability
- Remain an incorporated sixth form college for the life of this plan
- Remain on our current single site for the life of this plan

2. CLIMATE ACTION AND SUSTAINABILITY

We have identified *climate action and sustainability* as a critical area of focus across all strategic priorities. Whilst we have undertaken sustainability projects in the past, this is a new and focused approach for real impact.

We recognise the moral imperative to act now. We have the responsibility to think of future generations and to ensure our students and colleagues have the skills, knowledge and understanding to contribute to a sustainable world. We want to make a positive impact. We recognise that this will take time, resources and will require both process change and shifts in behaviour and mindsets.

Initially, whilst we develop our environmental and sustainability strategies, we will use the AOC Climate Action Roadmap as a framework for action.

We will focus on three key strands:

1. reduce our carbon emissions and become more sustainable across all college functions

2. educate for carbon literacy/biodiversity/sustainability and seek to embed these themes across all our courses.

3. grow awareness of 'Green Jobs' and skills and showcase green career opportunities in collaboration with key industry contacts.

We will seek to connect and collaborate with local, national, and global partners to achieve our goals. We will report our actions and progress against interim and long-term targets at least annually.

3. STRATEGIC PLAN - MONITORING PROGRESS

It is important to note that accompanying each Strategic Priority is a detailed operational action plan. Progress against each action plan is led by the relevant manager and reported monthly to the Leadership Team.

Progress against the operating plan is shared with governors through standing committee reports and with the Corporation at least termly.

STRATEGIC PRIORITY 1 - Owner Assistant Principal

FUTURE CONFIDENT – To prepare our students to face and relish the opportunities and challenges ahead.

We are future facing. We celebrate diversity and promote respect, empowering students as individuals to fulfil their potential and achieve their goals, building the life skills they need to become thinking, questioning and caring global citizens.

To achieve this, we will:

2.1 Keep our inclusive ethos at the heart of what we do, ensuring that all students are effectively supported in their transition to Long Road, and have equal opportunity to engage, succeed, and progress into positive destinations.

2.2 Inspire students to dream big, giving them the tools to identify their vision and create their own future roadmap, overcome challenges and stay on course to achieve their goals.

2.3 Create opportunities for students to actively strengthen their own wellbeing skills, building self-esteem and resilience, and find the purpose that enables them to thrive.

2.4 Ensure our progression information, advice and guidance is current, informed by national and regional LMI (including the green skills agenda) and meets key benchmarks.

2.5 Significantly expand our enrichment offer to enable students to identify and build essential employability skills, sustainable and resilient for the future.

2.6 Amplify the Student Voice, promoting the value of democratic participation and ensuring that there is the opportunity for every learner to be heard.

2.7 Engage all students with the challenges that the climate crisis presents to their own future, empowering them to take personal action and support Long Road's carbon literacy initiatives.

STRATEGIC PRIORITY 1 - Owner Assistant Principal

Key Performance Indicators	Evidence	Reported	Timescale
Equality, Diversity and Inclusion objectives and actions completed by end of cycle	EDI Annual Report SAR, Rainbow Flag recognition Destinations data Results and Alps (by characteristic)	Annually to Standards Committee	Completed by end AY2024-25
Vision-setting activities front-loaded in L2 & L3 tutorial programmes	Tutorial programme content Student evaluation Attendance figures Regular VESPA questionnaires	SAR and QIP annually Standards	Review July 2023
Long Road skills framework implemented	Careers programme Tutorial programme Course Team Review	SAR Ofsted enhanced inspection	Sept 2023
Increase in strategic partnerships with external stakeholders (civic/community/ education/ employers)	Employer feedback Enterprise Advisor feedback Compass questionnaire Cibyl School Leavers Survey CRM data	SAR	Annually
Improved scoring against Gatsby Benchmarks	Compass questionnaire termly	SAR annually	Termly
% of students identify and record skills and competencies on Unifrog	Unifrog management information data	Monthly team meetings SAR annually	July 2023
Wellbeing strategy implemented	Annual Safeguarding Report Safeguarding updates Student feedback Parent feedback Workshop attendance figures Wellbeing service data	Standards Committee	July 2023
% increase in positive destinations recorded	Leavers' data Destinations Data Exit meeting data	Standards Committee SAR Regular review in Guidance Team meetings	Annually
Increase in student engagement with Student Voice activities	Student pulse surveys Scholars group Workshop attendance	SAR	Annually
% of students completed Carbon Literacy training	Workshop data Student Feedback	SAR	2024
Pilot Climate Leaders award	D of E completions	SAR	2024

STRATEGIC PRIORITY 2 - Owner Vice Principal

ENHANCE FURTHER Our Quality of Teaching and Learning

Provide excellent teaching, foster an imaginative, creative culture of learning to achieve or exceed annual targets for student progress, retention, achievement and success.

To achieve this, we will:

1.1 Deliver the College's Professional Development and Teaching and Learning Strategies

1.2 Encourage continuous improvement by allocating dedicated staff development time and resources to support teachers to innovate, take risks and hone their pedagogy

1.3 Implement quality improvement through Learning Reviews, Learning Walks, and peer review, to ensure teaching is consistently good or better. We will use Learner Voice to inform course planning and the development of teaching pedagogy

1.4.Use initial assessment, regular target setting, and value-added tracking to monitor and review student performance, focussing on individual progress and the identification of groups of students requiring further support and intervention

1.5 Inspire and support our students to become effective, self-confident, self-managed learners using the VESPA strategies and toolkits

1.6 Ensure our students and their parents/carers have access to timely performance/progress data

1.7 Review the curriculum annually to ensure we provide a relevant, dynamic offer that inspires, expands progression routes and contributes to local, national and global skills needs

STRATEGIC PRIORITY 2 - Owner Vice Principal

Key Performance Indicators	Evidence	Reported	Timescale
Student Outcomes	Exam results analysis shows outcome targets met or exceeded for each qualification and student group, in both raw and value- added terms	Standards Committee Self -Assessment Report (SAR) Corporation OFSTED DFE tables	Annually
In -year student progress measures	% Attendance % Retention Key Assessment reports by qualification and student group ALPS reports Intervention analysis	Standards Committee	Half termly
The Quality of Teaching and Learning	Qualitative and Quantitative reports from the Quality Cycle show consistent good teaching and learning and concern teams improve. Staff Development projects completed Professional Development Reviews report positive impact of staff development Individual staff training logs Staff feedback	Standards Committee SAR Corporation	Half Termly Annually
Learner Voice Surveys	Student satisfaction with teaching and learning is overwhelmingly positive Student use of VESPA strategies are visible Student focus group	Standards Committee SAR Corporation	Half Termly Annually
Parent Surveys	Parent surveys are positive about timely information and support with learning	Standards Committee SAR Corporation	Termly Annually
Relevant. Changing curriculum Contributing to local/national/global skills need	New provision, enrolments Progression analysis Meaningful strategic partnerships with local employers, Combined Authority, and other key stakeholders Carbon literacy, biodiversity sustainability themes embedded across all courses.	Standards Committee SAR Corporation	Termly Annually December 2024

STRATEGIC PRIORITY 3 - Owner HR Manager with Principal

TALENTED TEAM

We will continue to invest in and develop our talented teams and ensure Long Road is a fulfilling place to work.
We will continue to value and strengthen the strategic insight and leadership of the corporation.

To achieve this, we will:

3.1 Seek to recruit and retain a diverse, high-calibre staff community

3.2 Further develop our professional, supportive culture where all colleagues feel trusted, valued, and encouraged to excel

3.3 Invest in all colleagues to further develop skills, knowledge, confidence and aspirations, and provide multiple opportunities to share new learning.

3.4 Promote a culture that supports staff wellbeing

3.5 Identify and nurture future college leaders and plan for succession

3.6 Invest in the specific training and development needs of the Corporation to ensure effective accountability and strategic oversight.

3.7 Seek, with governor support, to build further strategic partnerships across the region and beyond.

Key Performance Indicators	Evidence	Reported	Timescale
% staff turnover Diversity of our staff community: on application, at recruitment and retention	Termly HR report, Recruitment and retention analysis Gender pay gap analysis Exit Questionnaires Early Career Teacher feedback and progression	Finance and Resources Committee SAR Corporation	Termly Annually
Positive staff feedback % of Staff recommending Long Road as a good place to work Implementation of the wellbeing strategy % of sickness absence	All staff surveys, pulse surveys, focus groups Exit questionnaires Staff responses and contribution rates Staff wellbeing support Absence reports	Finance and Resources Committee SAR Corporation	Termly Annually

Key Performance Indicators	Evidence	Reported	Timescale
The quality and impact of the Professional Review and Development process The effectiveness of Staff Development strategies	PRDs identify staff development priorities and training completed Staff projects to collaborate, experiment, and learn together Support for Early Career Teachers Talent spotting: Internal and external promotion and progression opportunities applied for and secured Impact visible through in-year QA measures and student outcomes & progression Carbon Literacy, sustainability training completed	Finance and Resources Committee Standards Committee SAR Corporation	Termly Annually
Governance & Effective Leadership at all levels	Impact visible in student outcomes & progression and improved college process Training in Leadership and management undertaken at all levels, including the Corporation. Governor training record Governance Review Staff survey responses Stakeholder feedback Quality, completion rates and impact of PRDs/Probationary and absence reviews.	Finance and Resources Committee SAR Corporation	Termly Annually
Increased Strategic partnerships that support all Strategic Plan Objectives	Revised curriculum Meeting skills needs (local/national/global) New connections made Increased enrichment opportunities for students + participation rates Students Outcomes Progression Data	Standards Committee SAR Corporation	Termly Annually

STRATEGIC PRIORITY 4 - Owner Director of Finance

FINANCIAL RESILIENCE - We will maintain a strong financial position to continue to enhance the delivery of the curriculum, sustain a vibrant and safe learning environment, and invest for innovation and growth.

To achieve this, we will:

4.1   Maintain strong financial health with a minimum of a 'Good' rating

4.2   Develop a revised suite of automated MIS reports to better support financial management, student recruitment/ induction/retention and quality assurance processes

4.3   Diversify income including lettings, international and new opportunities

4.4   Improve the estate with a new teaching block and increased social, catering and study space

4.5   Ensure the IT infrastructure serves our learning community and is future proof

4.6   Maintain and update the College environment to ensure it promotes and inspires learning whilst being mindful of the need to reduce our carbon footprint

Key Performance Indicators	Evidence	Reported	Timescale
Successful student recruitment strategies that ensure enrolment targets are met/exceeded	Marketing strategy Applicant data Enrolment numbers	Finance and Resources Committee Corporation	Termly Termly
Effective budgeting which delivers an agreed operating surplus	Management Accounts Staff training log	Finance and Resources Committee SAR Corporation	Termly

Key Performance Indicators	Evidence	Reported	Timescale
Consistent, robust data used by all teams	A revised suite of automated MIS reports in place Timely use of data for intervention	Finance and Resources Committee SAR Corporation	2023 review
Forward looking use of technologies in all aspects of the College's work to enhance teaching and learning, student support and all college operations	Annual IT refresh plans IT Strategy Learning walks/reviews Staff surveys Applicant experience	Finance and Resources Committee Standards Committee SAR Corporation	Termly Annually
Non-core income streams make a positive contribution to College finances	Income levels from non ESFA sources increase year on year	Finance and Resources Committee	Termly
Implementation of the Property Strategy	Completion of the new teaching block with breakout space Revised project plans to provide more student study space Landscape plan and staff training records Positive staff and student feedback	Finance and Resources Committee Corporation	Sept 2022 Termly
Reduced carbon footprint across the Estate	Carbon audit Energy efficiency report Capital works undertaken i.e LED lighting, solar panels IT refresh plans Staff Training logs Progress against the AOC Roadmap	Finance and Resources Committee SAR Corporation	Termly Annually