



**LONG  
ROAD** SIXTH FORM  
COLLEGE  
CAMBRIDGE

# **Accountability Statement**

**2023/2024**

## Accountability Statement - Contents

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## 1. Mission and Purpose

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. Plans are also underway to develop the campus further with a new Cambridge Children's Hospital: [Our project | Cambridge Children's \(cambridgechildrens.org.uk\)](#) and Cancer Research Hospital [Developing our plans | Cambridge Cancer](#) . These developments further highlight the growing need for skills in the health sector and the increase of the range and volume of NHS jobs available in our locale.

The College serves more than 2,700 16- 19 year-old students from six Local Authorities: from Kings Lynn in the north to Stansted in the south, Newmarket in the east and St Neots in the west. Students join the college from 14 local schools within the Cambridge Area Partnership and from a further 150 schools across the region. 95% of students follow a level 3 programme and can choose from 25 A level subjects and 13 Applied General qualifications.

30% of year 2 students take 3 or more A Levels, 25% take 2 A Levels and 1 AGQ, 12% take 2 AGQs and 1 A level, 10% take an Extended Diploma AGQ, 10% take a Diploma plus Extended Certificate AGQ, 8% take 3 Extended Certificates, 3% take a Diploma plus an A Level. A relatively large number of students at Level 3 retake maths and/or English GCSE in addition to their programme aim (8%).

**Our mission is to empower every student to fulfil their unique potential.**

Our goal is to provide 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 curriculum reflects our mission by providing a broad, inclusive offer from GCSE results to level 4 Art Foundation. We seek to prepare our learners for the many different progression routes they aspire to, including apprenticeships, employment, and university.

In 2022 96% of students identified positive destination plans, with 49% progressing directly to University (and a further 7% with deferred entry), 6% to FE, 8% to employment, and 14% to apprenticeships.

**Our primary purpose is to ensure our students have the knowledge and skills to progress and thrive, whichever path they choose.**

## 2. Strategic Aims and Objectives

The College has an income of circa £13 million. We employ more than 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, part-funded by a successful bid to the Capacity Improvement Fund, opening Summer 2023. We have ambitious plans to develop our site further.

The vision set out in the 2022 Cambridgeshire & Peterborough Employment and Skills Strategy is for '*A successful, globally competitive economy offering high-skilled, well-paid, good quality*

*jobs, delivering increased productivity and prosperity to support strong, sustainable and healthy communities and enabled by an inclusive, world-class local skills system that matches the needs of our employers, learners and communities.'*

The Skills Strategy further identifies **pre-work learning and formal education** as crucial strands necessary to meet the region's needs, highlighting the long-term outcome as '*People can access learning and experiences during formal education that provide a strong foundation for labour market entry and future working lives.*' Success will be to reduce the number of people with low or no qualifications, increase participation rates, increase progression at 18 into FE, Vocational and HE and to increase skill levels.

Short term priorities include:

- Improving careers education, specifically around STEM and green skills, as well as information, advice, and guidance.
- Widening education access and participation to make education more inclusive and the student body (and future workforce) more diverse.
- Enhancing exposure to role models, work experience, and understanding of various training routes into sectors and occupations.

Long Road's mission and strategic aims for the 16-19 student cohort in our region align very closely with the goals of the Cambridgeshire & Peterborough Employment and Skills Strategy and are detailed below.

**Our Core Objectives are:**

- To maintain a broad and inclusive curriculum, with a wide range of A level and level three vocational subjects that can be combined to best meet the needs of individual learners and their career pathways
- To maintain level two courses to provide a pathway to level three study or an alternative vocational education and training route.
- To remain alert to key local, national, and regional skills needs and work closely with employers and universities to enrich and adapt our curriculum as appropriate
- To pursue a strategy of managed, sustained incremental growth to meet local/regional demographic needs

## **Recent Developments**

Our curriculum seeks to serve social, economic, and individual objectives, with the development of student knowledge, skills, and behaviours. In keeping with the college's mission to be an inclusive and comprehensive post-16 provider, we have carefully expanded the range and type of qualifications on offer. We have expanded the range of applied general courses to best meet the needs of students who achieved an average of a 4 or 5 at GCSE E.G Applied Computing. We are providing English as a Second Language support (ESOL) for Ukrainian refugees and we are introducing Environmental Science A Level for September 2024.

## Strategic Plan Priorities 2022-2025

Our strategic plan connects our mission, vision and values with our strategic thinking and decision making. Staff, students, parents/carers, governors, and local stakeholders have all contributed to its development and are vital partners in its implementation.

## Strategic Plan Priorities 2022-2025

**STRATEGIC PRIORITY 1 - 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.

**STRATEGIC PRIORITY 2 - 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.

**STRATEGIC PRIORITY 3 -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.

**STRATEGIC PRIORITY 4 - 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.

Alongside all the strategic priorities listed above, **we have identified climate action and sustainability as a critical area of focus.**

Since the Strategic Plan was written, the Skills Act has been passed, placing a statutory duty upon Long Road to ensure our curriculum contributes towards meeting local, regional, and national skills needs. Whilst as a Sixth Form College with a core focus on Level 3 Academic Pathways our contribution will be different to that of a General Further Education college, we are committed to supporting the aims of our Local Authority as set out in the Cambridgeshire and Peterborough Employment and Skills Strategy 2022.

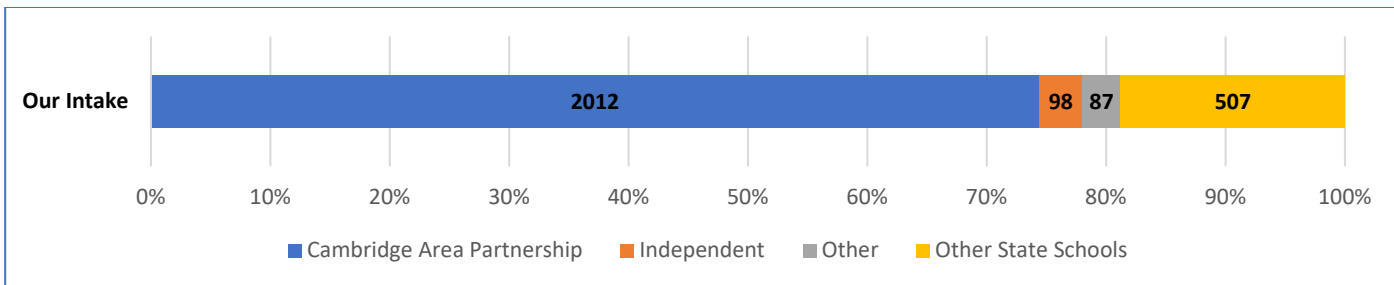
This Accountability Agreement and accompanying Action Plan, dovetails with the actions and targets contained within both our Annual Operating and Quality Improvement plans both of which seek to deliver our Strategic Plan objectives.

### 3. Context and Place

Long Road Sixth Form College began as the Girls' Secondary School established in 1900 by Cambridge County Council in partnership with the Borough Council. The school grew rapidly and moved to the current Long Road site in 1940. Under the 1944 Education Act, the school became Cambridgeshire High School for Girls, a secondary grammar school. In 1974, with the reorganisation of education in Cambridgeshire and the move to comprehensive education, Long Road Sixth Form College was born.

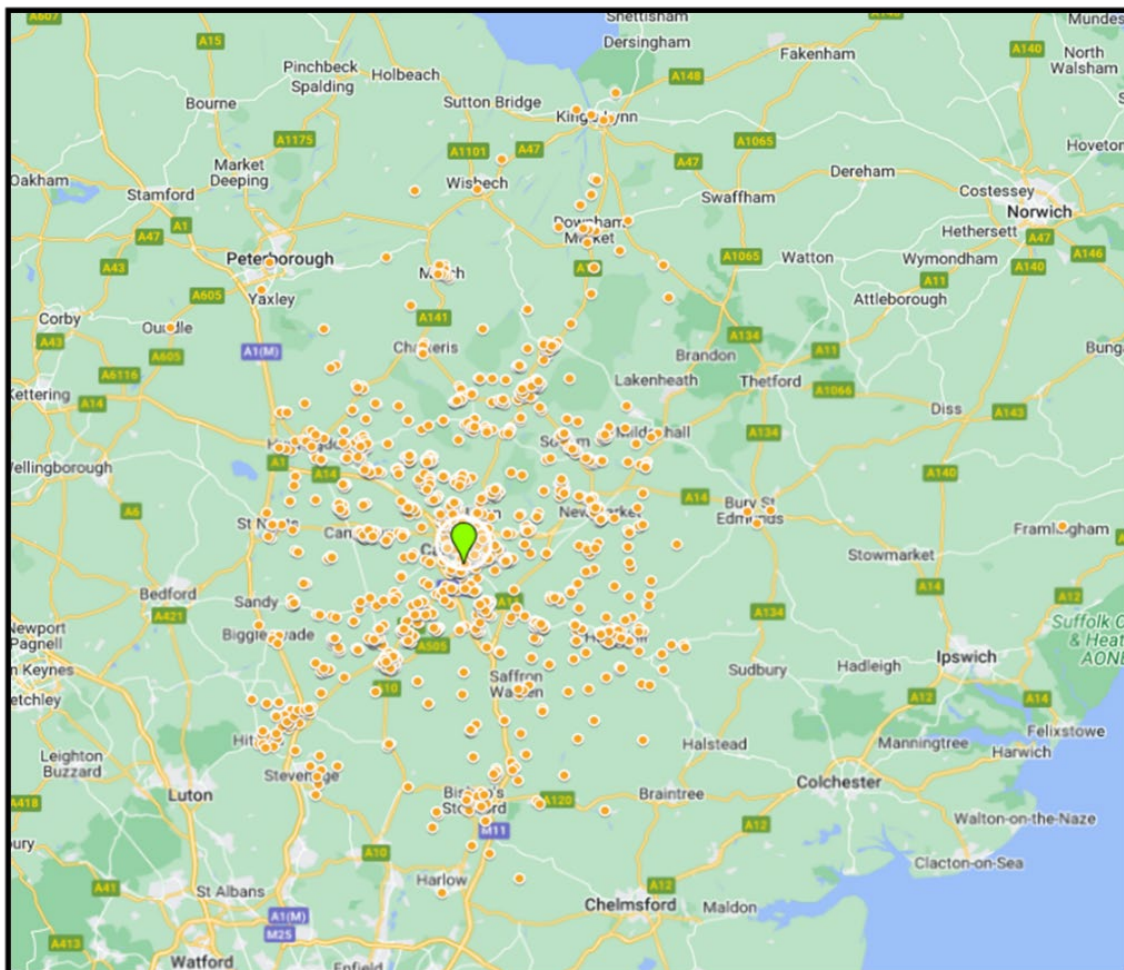
We are a single site Sixth Form College with c. 2, 700 16-19-year-old students and c. 200 staff. The College works within the Cambridgeshire and Peterborough Combined Authority and across three further Local Authority regions: Essex, Hertfordshire, and Suffolk.

### 1. 16-18 Student enrolments

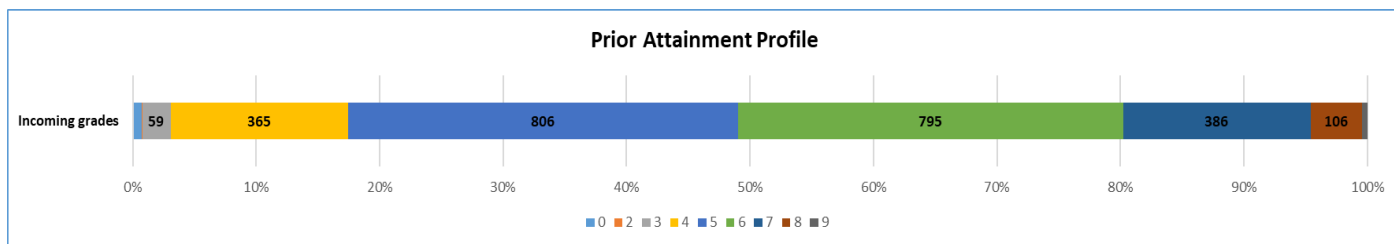


Students join the College predominantly from the 14 local schools within the Cambridge Area Partnership and also from a further 150 schools across the region. The ‘other’ category includes home-schooled and international students. We have currently enrolled 40 students with Education Health Care Plans.

The span of student recruitment is also visible in the heat map below.

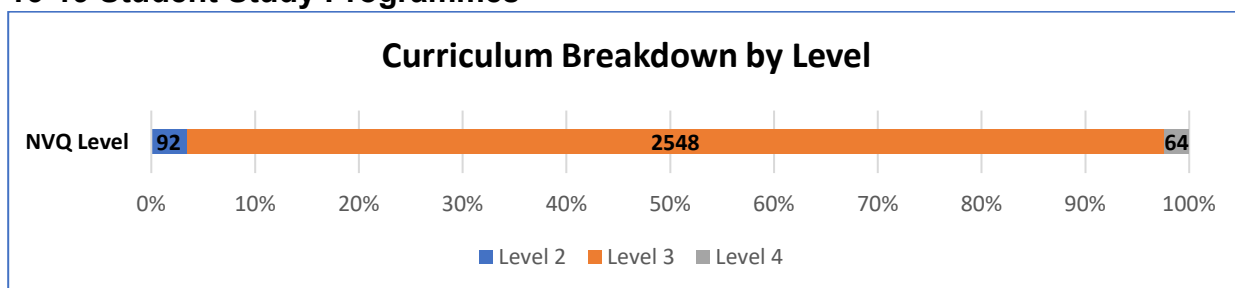


## 2. 16-18 Student Prior Attainment



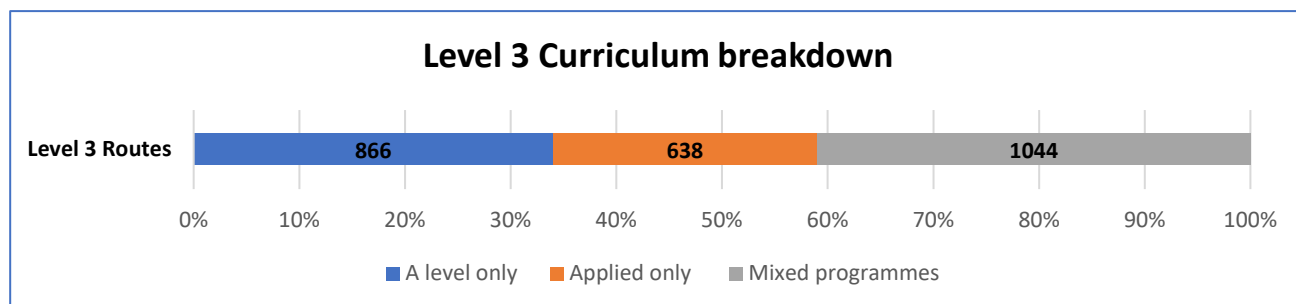
As an inclusive college the average GCSE score on entry is lower than average for the sixth form sector at Level 3 (average GCSE score for all Year 2 L3 students was 5.3 in 21/22, compared to 6.2 for the sector.)

## 3. 16-19 Student Study Programmes



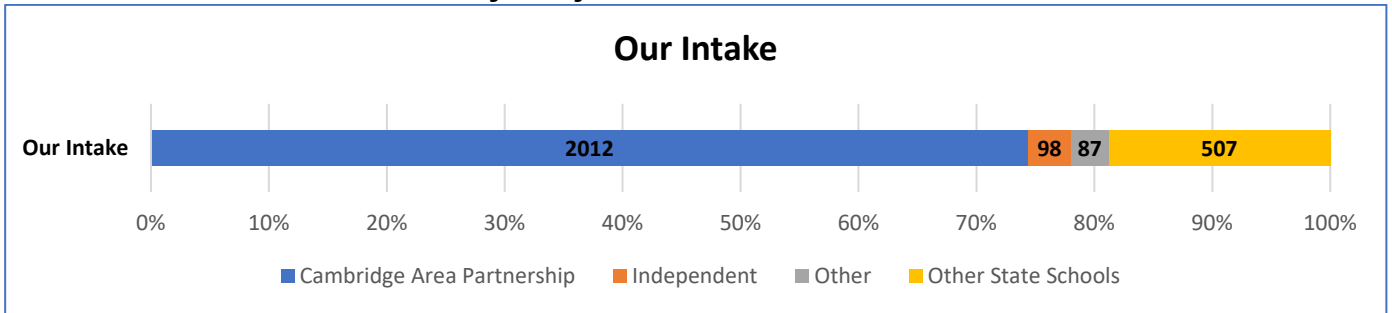
The majority of students are enrolled on level 3 Study programmes, however it is important to note that our curriculum includes a valuable level 2 and level 4 offer. The majority of students that complete a level 2 study programme progress to level 3 at the college. Around 100 students pursue a level 2 course in a typical year. Progression is strong for graduates of our Level 4 programme, typically c. 70 students annually, last year they progressed to employment in the creative industries or to HEIs to study architecture, fashion related degrees and to prestigious colleges of Art, e.g. Glasgow School of Art.

## 4. 16-19 Student Level 3 Study Programmes



Students can select from three different pathways at level 3 to best suit their career aims and interests. They may choose an A level only route, an applied ( vocational course) only route or a pathway that includes A level and applied courses.

## 5. Curriculum breakdown by Subject Sector Area



Analysis of enrolments by subject sector area (SSA) highlights the largest curriculum areas in the college. The three largest areas are SSA 2 (Science and Mathematics), SS9 (Arts and Media) and SSA 11 (Social Sciences).

## 4. Developing the Plan

We review the college curriculum annually to ensure it remains current and provides for a multitude of progression routes. In developing our curriculum offer we participate in a range of collaborative organisations to share ideas and gather intelligence. We contribute to the AOC Eastern Region Principals' Group. Senior Managers at the College attend the AoC Sixth Form Colleges portfolio group, and we are represented on the SFCA Curriculum and Quality Policy Group, as well as the FE group for ASCL. We liaise closely with universities about new developments and survey regularly both our current students and future ones about their aspirations and future goals. We consider this data closely, engaging with Skills leads at Cambridgeshire and Peterborough Combined Authority and with key local employers to ensure we analyse current Labour Market Information to better understand local employment opportunities and current demands for specific skills.

### Key External Stakeholders

- Cambridge Area Partnership Schools
- Cambridgeshire & Peterborough Combined Authority
- Health Education England
- Anglia Ruskin University
- Local Employers, particularly Abcam, AstraZenica, Cambridge University Hospitals (Addenbrookes and the Rosie), Encore, First Intuition, NHS (including locally the Royal Papworth Hospital), Price Bailey and the Wellcome Genome Campus.

### Recent engagement with employers regarding curriculum offer and design include:

- A cocreated application workshops with the NHS for Applied Health and Social Care students
- NHS Careers week for all college students showcasing the huge range of careers available
- Live briefs developed with Encore group for Business students (A level and Applied)



## Engagement with Other Providers in the Area (and beyond)

- In partnership with Cambridge Regional College, The College of West Anglia and other FE colleges, we are working with the NHS to develop a regional strategic partnership to address the significant skills shortage in health and care.
- Eastern Region Principals/CEO group
- Association of Colleges
- Sixth Form Colleges Association
- CENBASE – A collaborative partnership of sixth form colleges across the Eastern Region.

## 5. Our Contribution to Meeting National, Regional and Local Needs

Aim and Target outcomes 2023/2024	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills	Key activities
<p>1: CUH/NHS project</p> <p>We are working jointly with CUH, Royal Papworth, and Cambridgeshire and Peterborough NHS Foundation Trusts and taking a co-ordinated strategic and operational approach.</p>	<p>The Health and Social Care sector is a <b>national</b> skills priority area identified in the Skills for Jobs Consultation (July 2022).</p> <p><b>Locally</b>, Responds to CPCA Employment &amp; Skills Strategy 2022 for providers to develop outcomes focused courses aligned to local job opportunities, progressing learners into careers with the skills that employers need (p. 47).</p> <p><a href="https://itsallcomingtogether.co.uk/">https://itsallcomingtogether.co.uk/</a></p>	<p>Draft MOU.</p> <p>Key Activities in 2022-23 include piloting an intensive focus on NHS careers over a whole week which will include advice on applying for jobs and the steps students need to take. We plan to repeat this annually, with intention of developing clearer pathways into NHS careers.</p>
<p>2: To maintain and update the curriculum offer in line with regional and national skills needs</p>	<p>Continue to offer a broad academic curriculum that enables students to progress to FE, HE, and apprenticeships at age 18.</p>	<p>Assess the impact of AAQ reform on L3 study programme options, mapping combination subjects with progression pathways.</p> <p>To launch the Childcare and Education T level (Sept 2024) Locally and regionally, responds to local and regional CPCA Employment &amp; Skills Strategy 2022 for providers to develop courses aligned to</p>

<b>Aim and Target outcomes</b> <b>2023/2024</b>	<b>Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills</b>	<b>Key activities</b>
	<p>Ensure students at 16, especially those from disadvantaged backgrounds, without have a potential route to Level 3.</p>	<p>local job opportunities (p. 47). Target of 15 starts Sept 2024</p> <p>Successfully introduce and grow the Environmental Science A Level, with a green employability element in addition to progression to HE environmental management courses.</p> <p>Review the Level 2 curriculum offer and support. Build in skills and employability development opportunities in addition to facilitating progression within the college.</p>
<p>3: Sustainability and Green Skills</p> <p>We will: (1) reduce our carbon emissions and become more sustainable across all college functions, educate for carbon literacy, biodiversity/sustainability and seek to embed these themes across all our courses,</p> <p>(2) grow awareness of 'Green Jobs' and skills and showcase green career opportunities in collaboration with key industry contacts,</p> <p>(3) connect and collaborate with local,</p>	<p><b>Nationally</b>, the government is committed to reaching net zero greenhouse gas emissions by 2050.</p> <p><b>Locally</b>, the CPCA is committed to achieving net zero by 2030 across its operations.</p> <p>Responds to Cambridgeshire &amp; Peterborough Combined Authority Employment and Skills Strategy 2022, local and regional short-term priorities to 'improve careers education, specially around STEM and <b>green skills</b>' (p. 5).</p>	<p>Building of success of Turing Scheme 2023 mobilities to Denmark, submit bid and complete further mobilities focused on green skills and sustainable economy. Target disadvantaged and/or SEND</p> <p>Carbon Literacy education –% increase in staff upskilled; 100% of students trained via Tutorial.</p> <p>Sustainability embedded in Tutorial content. Progress Coach team upskilled to facilitate.</p> <p>Explore pathway agreement or collaboration with UEA (Environmental Science) or ARU Peterborough with focus on green pathways.</p>

<b>Aim and Target outcomes</b> <b>2023/2024</b>	<b>Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills</b>	<b>Key activities</b>
<p>national, and global partners to achieve our goals. We will report our actions and progress against interim and long-term targets at least annually.</p>		<p>Pilot employer-led live brief with sustainability/net-zero focus.</p> <p>Host green jobs and apprenticeships fairs (Gatsby Benchmark 5) and establish links with new organisations.</p>
<p>4. All students to demonstrate awareness and acquisition of key employability skills through Tutorial and enrichment opportunities.</p>	<p>Locally and regionally, as identified in the LSIP ‘emerging insights’ report (February 2023) on skills shortages.</p> <p>Skills identified include work-ready skills and behaviours, and under-developed ‘interpersonal’ skills resulting from ‘lack of face-to-face’ interactions during the pandemic.</p> <p>We intend to further develop the Career Ready programme and make it available to a wider range of students (beyond Applied Science).</p> <p>Four ‘live briefs’ are in development with employers from different industry sectors take place this year and in 2023-24. Each challenge will have a sustainability theme.</p> <p>We have trialled workshops on Degree Apprenticeships with the Aim Group and intend to build on that next year to increase student awareness of the importance of skills sought by apprenticeship</p>	<p>Establish Long Road Skills Framework in collaboration with Region of Learning digital badging scheme, aligned with tutorial and enrichment activities and Unifrog skills recording mechanisms. Monitor progress against framework as part of Progress Review process.</p> <p>Evaluate and further develop social and life skills workshops for students with ASD and other complex needs. % increase in students engaged and complete programme.</p> <p>Increase % of students completing mock interviews (via Form the Future and employers)</p> <p>Build on 2023 pilot to expand personal development opportunities for students with SEND including mentoring with neuro-diverse professionals (focus on STEM industries, e.g. Abcam).</p>

<b>Aim and Target outcomes 2023/2024</b>	<b>Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills</b>	<b>Key activities</b>
	<p>employers and how these are evaluated in Assessment Centres.</p>	<p>Further develop Year 3 tutorial and 'outduction' programme to support employability, increasing engagement with particular focus on non-UCAS students</p> <p>Pilot at least one industry-led live brief in AY 2023-24.</p> <p>Recruit new Coordinator and reinvigorate Duke of Edinburgh gold award programme, with strand focused on employability (following meeting with Regional contact).</p> <p>Collaborate with other local and regional providers to secure successful Pears Foundation Youth Social Action Apprentice: Phase 2 to facilitate expansion of volunteering and social action programme</p> <p>Evaluate success and sustainability of Unloc Student Leadership Programme.</p>
<p>5. Progression to Higher Education</p>	<p>Identified in <b>local</b> CPCA Employment and Skills Plan: to widen progression into HE (p. 85, priorities for South Cambridgeshire). Identified in LSIP emerging insights.</p>	<p>Continue to develop Aim Higher programme, with key focus on under-represented groups (by WP postcode, programme, ethnicity, financial disadvantage).</p> <p>Further develop ARU pathway agreement.</p>

<b>Aim and Target outcomes</b> <b>2023/2024</b>	<b>Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills</b>	<b>Key activities</b>
		<p>Explore further pathway agreements (UEA, ARU Peterborough?)</p> <p>Develop data to understand progression for target CPCA regions (East Cambs and Fenland in particular)</p> <p>Further expand parental engagement strategy</p>
<p>6. Increase progression rates to vocational and technical education and higher apprenticeships</p>	<p>Identified in local CPCA Employment and Skills Plan, to widen progression into FE and technical education (p. 85, South Cambridgeshire).</p> <p>We will continue to provide information to parents about vocational and technical education, including local skills needs and priorities, building on a briefing for parents on the LSIP with Cambridgeshire Chambers of Commerce planned for June 2023. We will continue to invite providers of vocational education and training to present advice to students in college on a regular basis.</p>	<p>Continuing programme of CPD to upskill staff, including understanding of HTQs.</p> <p>Develop ARU Pathway agreement to further focus on promotion of degree apprenticeships</p> <p>Degree Apprenticeships pathway information and provides further embedded in Aim Higher programme and tutorial content.</p> <p>Demonstrate compliance with PAL to provide students with encounters with further education and HTQs</p>
<p>7. Supporting access to Level 3 education</p>	<p>Responds to Cambridgeshire &amp; Peterborough Combined Authority Employment and Skills Strategy 2022, short-term priorities to widen access and participation to make education more inclusive (p. 5).</p>	<p>Continued engagement with outreach activities locally, including ARU Eyes on the Prize and targeted feeder schools (regionally) in cold spot areas.</p> <p>Evaluate success and impact of Scholars' Group outreach project, and develop strategic approach to target engagement schools 2023/4</p>

## 6. Corporation Statement

On behalf of the Long Road Sixth Form College Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 16<sup>th</sup> May 2023

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link:

<https://www.longroad.ac.uk/page/?title=Governors&pid=26>

**Chair of Governors: Gerry Bolton**

**Principal/Chief Executive and Accounting Officer : Yolanda Botham**

Date: 16.5.23

## 7. Relevant Supporting Documentation

Cambridgeshire and Peterborough Combined Authority Employment and Skills Strategy 2022

[https://cambridgeshirepeterborough-ca.gov.uk/wp-content/uploads/documents/Strategies/skills-strategy/EMPLOYMENT-SKILLS-STRATEGY\\_final.pdf](https://cambridgeshirepeterborough-ca.gov.uk/wp-content/uploads/documents/Strategies/skills-strategy/EMPLOYMENT-SKILLS-STRATEGY_final.pdf)

Long Road Sixth Form College Strategic Plan 2022-2025 -

<https://www.longroad.ac.uk/page/?title=Governors&pid=26>

Long Road Sixth Form College Financial Statements -

<https://www.longroad.ac.uk/page/?title=Governors&pid=26>

Ofsted Report – <https://reports.ofsted.gov.uk/provider/40/130616>

The most recent Ofsted inspection report, published January 2020, inspectors noted:  
*'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.'*

If you would like the information in this document in a different format we will do our best to help. Contact us on 01223 631100