



Equality & Diversity

Annual Report 2017/18



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

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*.

Vision and values

At the start of 2018 we revised our 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.

Our community: students

In 2017/18 we had 2302 ILR-funded students, 53% of whom were female and 47% male.

Socioeconomic factors

4% of our students were entitled to free school meals and 4% came from postcodes identified as 'disadvantaged'. 8% of students received a bursary. Black and minority ethnic students were more likely to be at some socioeconomic disadvantage.

Ethnicity

At enrolment, our students identified themselves with the following ethnicity. 13% of our students were black, minority ethnic or mixed race. Pakistani and mixed-race students (particularly White and Black Caribbean) are under-represented when compared to the local community.

	Proportion of cohort, to the nearest %	Ethnicity in Cambridgeshire
31 - English / Welsh / Scottish / Northern Irish / British	81%	81.4%
32 - Irish	0% (10 students, 0.4%)	0.8%
34 - Any Other White background	5%	0.3%
35 - White and Black Caribbean	1%	7.9%
36 - White and Black African	1%	0.5%
37 - White and Asian	2%	0.3%
38 - Any Other Mixed / multiple ethnic background	2%	0.7%
39 - Indian	1%	0.6%
40 - Pakistani	0% (11 students, 0.5%)	1.5%
41 - Bangladeshi	2%	1.8%
42 - Chinese	1%	0.3%
43 - Any other Asian background	3%	0.9%
44 - African	1%	1.3%
45 - Caribbean	0% (9 students, 0.4%)	0.7%
46 - Any other Black / African / Caribbean background	0% (4 students, 0.2%)	0.4%
47 - Arab	0% (4 students, 0.2%)	0.2
98 - Any other ethnic group	0% (11 students, 0.5%)	0.2
99 - Not provided	1%	0.4

SEN, welfare and health

A very small proportion of our students (15 students) arrived with an EHC Plan, 73% of whom were male. Throughout the year, 11 students had an LSA helping them in class. Five of our students were carers and they worked closely with our Student Supervisors.

At enrolment, 25% of our students were confirmed as having a learning difficulty, disability or health problem that could impact on their education.

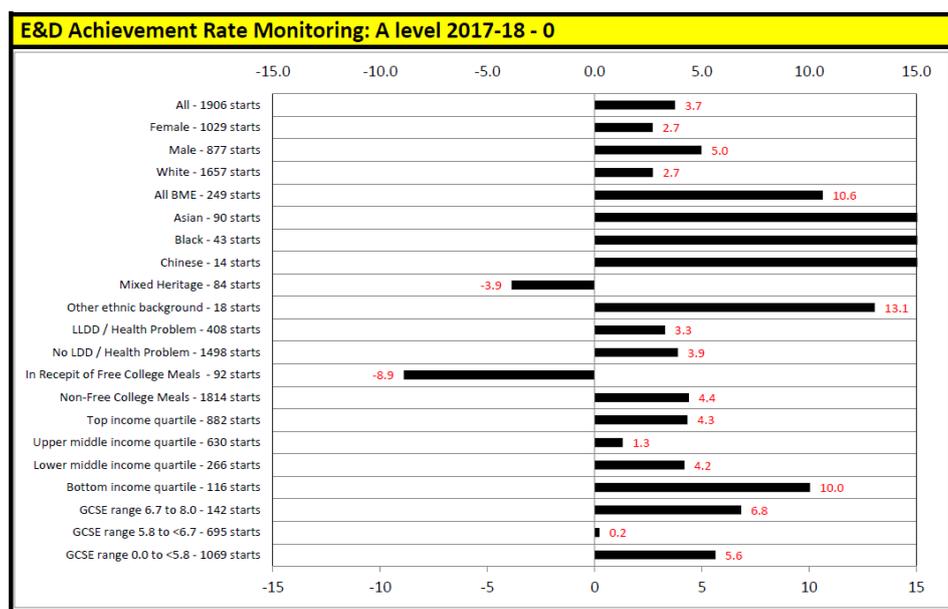
Gender reassignment

Throughout the year seven students identified themselves to us as trans. Some socially transitioned before starting with us and others during the year.

Student performance

The *Six Dimensions Report* produces analysis that compares A level achievement rates for particular groups and compares them to patterns found nationally, while taking into account prior attainment and subject choice. The majority of students in monitored groups performed better than national patterns, with students from black and minority ethnic backgrounds and those from low-income households performing significantly well, see below.

There were two exceptions to this: mixed heritage students, whose achievement was 1.4% below the national average, and students in receipt of free school meals, with achievement 0.9% below the national average.



Our community: staff

In 2017/18 we had a total of 216 staff, 58% of whom were teachers and 42% support staff. 60% of teachers and 33% of support staff were full time. These totals and proportions remain relatively unchanged since 16/17.

Our staff are majority female (55%). Our teaching comprises 53% women and 47% men and support staff 61% women and 39% men.

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

Marital status

	Support Staff	Teaching Staff	Totals
Divorced	6	4	10
Married/Civil Partner	43	61	104
Separated	1	2	3
Single	27	14	41
Prefer not to say	3	11	14
Incomplete Section	10	34	44

Sexual orientation

A very small proportion of teachers and no support staff identified as lesbian, gay or bisexual.

Disability

	Support Staff	Teaching Staff	Totals
Yes	2	8	10
No	55	54	109
Prefer not to say	13	29	42
Incomplete Section	20	35	55

Religion/belief

	Support Staff	Teaching Staff	Totals
Buddhist	0	0	0
Christian	31	28	59
No Religion	22	27	49
Muslim	0	0	0
Other	0	5	5
Prefer not to say	14	23	37
Incomplete Section	23	43	66

Nationality

	Support Staff	Teaching Staff	Totals
American	1	4	5
British	68	64	132
European (Non British)	1	2	3
Other	0	4	4
Prefer not to say	2	7	9
Incomplete Section	18	45	63

Ethnicity

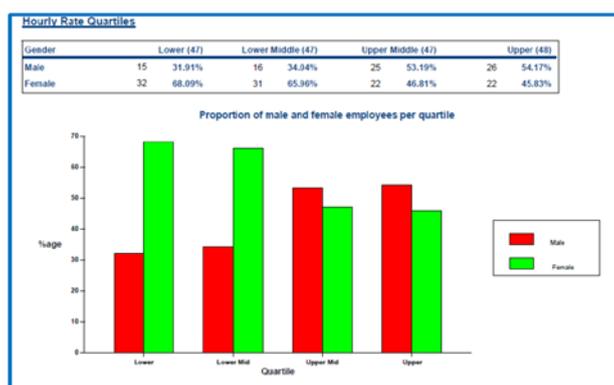
	Support Staff	Teaching Staff	Totals
Asian	0	0	0
Caribbean/African	0	2	2
Chinese	1	0	1
Mixed White	1	1	2
Other	0	2	2
White	62	71	133
Prefer not to Say	0	0	0
Incomplete Section	26	50	76

Age

	Male	Female	Totals
18-29	19	15	34
30-39	19	21	40
40-49	25	29	54
50-59	25	44	69
60-69	8	11	19

Gender Pay Gap

	Male	Female	Percentage Difference
Mean	19.94	17.57	11.89%
Median	22.92	20.15	12.09%

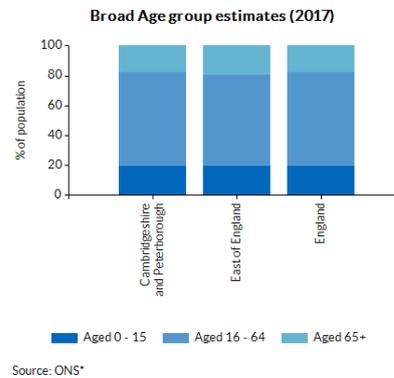
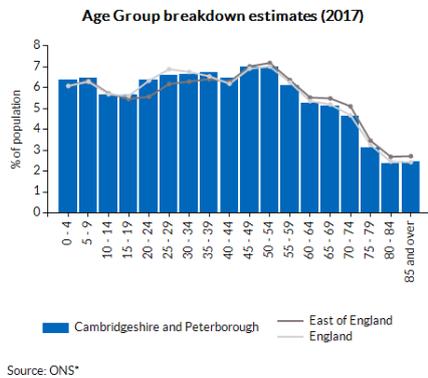
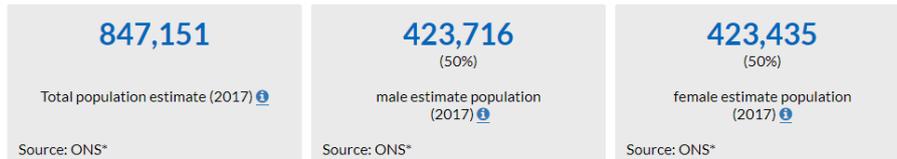


Addressing the Gender Pay Gap

1. The College will maintain a focus on closing the gender pay gap; gender equality will remain 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 in order to upskill staff, 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. All Support Staff roles (excluding management roles) underwent a re-evaluation and grade assessment last academic year. The majority of posts were regraded up the scale and these changes were implemented in September 2017.
 5. We will make a commitment to review our recruitment policy, in order to allow for more flexible working and job share opportunities.
- Our full report can be found [here](#).

Our community: Cambridgeshire and Peterborough

The majority of our students come from the city of Cambridge and surrounding villages. Most live in Cambridgeshire and we also have students travelling from Suffolk, Essex, Hertfordshire and Bedfordshire. The Cambridgeshire Insight report into the population of Cambridgeshire and Peterborough can be found [here](#).



Equality & Diversity Objectives 2016-2019

Issue:	Action required:	Progress in 17/18
<p>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</p>	<p>To reduce underperformance by male students at level 3.</p>	<p>A level results for 17/18 show that achievement for male students is 0.2% over national average. The assessment of A levels has become linear and so AS results are no longer comparable or relevant.</p>
<p>To promote the use of the Hub as a resource for students to access and with which to provide information and advice.</p>	<p>Promote at induction and through the year with an increase in the participation rate of the on line resources</p>	<p>The Hub was integral in the induction of year 1 and Level 2 students with discrete student log-ins reaching 30000 in the first month. Various E&D and other activities were promoted on the front page so that students see them when they first log in.</p>
<p>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.</p>	<p>Promotion at open evenings and outreach events of positive role models. Discussions with partner schools.</p>	<p>At our open evenings and marketing activities we ensured that female students represented physics and computing and male students H&SC.</p>

Activities

- Regular Faith and belief sessions continued throughout the year. We made contact with Buddhist, Jewish, Muslim and Sikh leaders in an effort to expand the sessions beyond the Christian faith. Imam Muhammad Amir Karim, Congregation Leader at Cambridge Abu Bakr Mosque, led one session and Beth Shalom Synagogue expressed interest in cooperation. Cambridge Christ Church and Ridley Hall Cambridge continued regular sessions. The impact of the session was assessed with the session leaders. Whilst some presenters were very happy to reach out and talk to young people, others found it more difficult especially after the sessions were moved to the Student Centre where the footfall was smaller.
- The following days were marked:
 - Holocaust Memorial Day – marked with a postcard activity linked to the Holocaust Memorial Foundation.
 - International Women’s Day – marked with voting for most influential woman.
 - Autism Awareness Day – marked with activity carried out by Academic Support Staff
 - World Refugee Day .All of the above were also highlighted on Moodle Hub and with posters across the college. The LRC provided book displays for each day.
- For LGBT History Month in February The Kite Trust delivered a session on Queer Sexual Health and former student Stening came in to discuss his life as a gay man. Students in Pride Club delivered their own presentations on LGBT history.
- Needs assessment for ensuring minority voices are heard was carried out, including a meeting with student governors, Student Voice representative and looking at how this is done at other colleges and schools.
- We delivered an Equalities Induction session for all new employees.
- We made contact with Sarah Oliver from Amnesty International, who offered her support in starting a new AI group at College.