Inspire
Education Group

EQUALITY, DIVERSITY AND INCLUSION REPORT

Be Bold, Be Brave, Be Exceptional

2024 - 2025

CONTENTS

OUR VISION, MISSION AND VALUES

VISION
"To be an exceptional learning organisation, empowering your future."

MISSION
"To transform lives through inspirational and innovative learning."

Inspire Education Group

I Innovative

N Nurturing

S Sustainable

P Passionate

I Inclusive

R Respectful

E Excellent

ABOUT INSPIRE EDUCATION GROUP

Inspire Education Group (IEG) is a leading provider of Further and Higher Education, with two main campuses in Cambridgeshire and Lincolnshire. We also deliver specialist commercial training for employers across the local, regional and national skills landscape.

At the heart of IEG is a commitment to people, our students, our staff, our partners, and the communities we serve. Our mission is to transform lives through inspirational and inclusive education. We support individuals to take their next steps with confidence and we work closely with employers to develop their workforce and drive long-term organisational growth.

We recognise that thriving communities are built on equity, opportunity and belonging. That's why we're committed to fostering inclusive, empowering learning and working environments where everyone feels respected, represented and supported to succeed.

Through strategic partnerships and purposeful collaboration, we respond to the needs of our diverse communities and actively contribute to the social and economic prosperity of our region. Whether it's through education, training, or advocacy, we aim to build resilience, raise aspirations and remove barriers, ensuring that everyone has the opportunity to realise their potential.

Peterborough College

Stamford College

University Centre **Peterborough**

INTRODUCTION FROM THE CEO

It is with immense pride that I present this year's Equality, Diversity and Inclusivity (EDI) report. At Inspire Education Group (IEG), we firmly believe that every individual deserves to feel welcome, valued and empowered to reach their full potential. This guiding principle permeates everything we do, from curriculum development to campus culture, making EDI core to our organisational identity.

Our commitment to fostering a diverse and inclusive community aligns perfectly with our values of nurturing, inclusivity, and respect. We understand that a vibrant tapestry of individuals enriches our learning environment, challenges perspectives, fosters innovation and prepares future generations for a society that embraces difference.

To ensure we translate aspirations into action, we established the dedicated EDI Core Group. This diverse team champions EDI initiatives, advises on policy development and monitors progress. They play a crucial role in ensuring our efforts remain grounded in lived experiences and address the evolving needs of our community.

Furthermore, our dedicated Special Interest Groups (SIGs) serve as invaluable platforms for engagement. They provide safe spaces for dialogue, advocacy and community building. Their tireless efforts enrich campus life and address specific needs, from cultural celebrations to mental health awareness campaigns.

This year, we have taken significant strides in strengthening our commitment to inclusion and social justice. Our Cultural Awareness Day at Peterborough College was a remarkable celebration of diversity, bringing together staff, students and the wider community to honour and learn from various cultural traditions. In partnership with Peterborough Citizens, we conducted staff and student focus groups on housing, transport and youth unemployment to inform local campaigns.

Our new membership with Race Equality Matters reinforces our continued commitment to robust anti-racist practices and a culture of fairness. Furthermore, Peterborough College achieved 'Commended' status in the 2024-25 AoC Beacon Awards for excellence in English for Speakers of other Languages (ESOL). This accolade celebrates the College's impactful and strategic approach to adult education and empowering the communities we serve.

This report showcases only a snapshot of our ongoing EDI journey. We are proud of the progress made but acknowledge that the road ahead requires continuous learning and action. We remain committed to dismantling barriers, celebrating diversity and creating a truly inclusive environment where all can thrive.

I encourage you to delve deeper into this report and discover the impactful initiatives, inspiring stories and ongoing endeavours that contribute to our vibrant and inclusive community. Together, let us continue to build an organisation where difference is not just tolerated but embraced, celebrated and leveraged as a source of strength and progress.

Rachel Nicholls
CEO of Inspire Education Group

OUR COMMITMENT AND INTENT

COMMITMENT STATEMENT

At Inspire Education Group, we will take every possible step to ensure that staff, students and prospective students are treated equally and fairly. All policies and practices will reflect the principles of equal opportunities, particularly in terms of recruitment, admission, selection and discipline. The College will ensure that it meets its statutory requirements as a minimum and will always seek to exceed and enhance our EDI work through learning from best practice and establishing our own excellent practice standards. IEG is committed to ensuring the promotion of equality of opportunity. Our commitment is to go beyond legislation and to be recognised as a leader of equality, diversity and inclusion.

This section introduces our renewed commitment to Equality, Diversity and Inclusion within the framework of Inspire Education Group's wider 'Be Brave, Be Bold, Be Exceptional' Strategy, which was launched in the 2024-25 academic year. A key priority of this strategy is to champion EDI, with our central goal being to forge a truly inclusive organisation where everyone has equality of opportunity to succeed. To ensure accountability and track our ambitious plans, we have established a clear set of priorities and objectives. These metrics allow us to monitor progress and ensure successful delivery of our key priorities for the year ahead.

EDI PRIORITY 1

Culture and Values

IEG's aim is to ensure Equality, Diversity and Inclusion are integrated within the organisation's culture ensuring it is central to our policies and processes.

1

We will achieve this by:

- **Championing a culture where everyone feels empowered to succeed** and reach their full potential, regardless of background.
- **EDI Champions:** Empower our EDI Committee and Special Interest Groups to shine a spotlight on the importance and benefits of Equality, Diversity and Inclusion.

- **Integrating EDI within all organisational policy and strategy,** enabling staff and students from across the organisation to contribute, feedback and evaluate.
- **Ensuring visible accountability across our EDI initiatives** and progress, through publicly reporting our actions, progress and feedback to governors.

EDI PRIORITY 2

Inclusive Practice

IEG aims to provide a working and learning environment that is accessible and inclusive, ensuring staff and learners have equitable experiences which enables equal access to opportunity.

2

We will achieve this by:

- **Diversifying the curriculum content and the delivery of the curriculum** to reflect diverse perspectives and foster an inclusive learning environment where difference is respected and celebrated.
- **Creating a fully inclusive and accessible College environment** where all learners, staff, and visitors can participate fully and independently, ensuring that our physical campuses, and digital technology is accessible to provide an 'excellent' experience.

- **Optimising student outcomes** by tracking and analysing student progress, identifying any disparities, and delivering tailored support and interventions to ensure all students have the best possible chance to achieve their goals.

EDI PRIORITY 3

Celebrate and Empower our Diverse Community

IEG aims to celebrate and empower our diverse community by fostering an inclusive environment where everyone feels valued and respected. Through strong, equitable partnerships, we will build trust, address community needs, and enhance service delivery, ultimately contributing to a more just and cohesive society.

We will achieve this by:

- **Promoting education and awareness of our diverse community** through a range of educational activities, workshops and co-curricular activities.

- **Working towards, and maintaining industry standards and accreditations related to EDI**, for example, the Rainbow Flag Award and College of Sanctuary.

- **Fostering and maintaining inclusive community partnerships** to strategically inspire and deliver transformational change.

- **Leading by example** to actively work to be a model for social responsibility, inspiring others to contribute to a more vibrant and equitable society.

- **Championing community organising** by deepening our commitment to the community organising methodology through our work as part of Peterborough Citizens.

EDI PRIORITY 4

Organisational Development

EG aims to foster a diverse, inclusive, and equitable organisation through leadership, development and accountability.

We will achieve this by:

- **Training and ensuring there is a comprehensive CPD package for all staff** which builds knowledge and confidence in regards to EDI.

- **Leading by example** through the development of our governors, executive team and managers.

- **Building and implementing robust anti-racist practices** across all aspects of our operations, promoting a culture of fairness and respect. Using restorative practices (where appropriate) to educate and empower individuals who fall short of expectations, fostering understanding and promoting positive change.

OUR COMMITMENT TO THE PUBLIC SECTOR EQUALITY DUTY

Equality, diversity and inclusion underpin our Group values. This report provides information on how Inspire Education Group is meeting its responsibilities under the Equality Act 2010. Colleges and public organisations have a statutory duty to produce an annual report under the specific duties of the Public Sector Equality Duty (PSED); this is a key measure of the Equality Act 2010. The aim of this report is to fulfil Inspire Education Group's duty with regards to the PSED and provide data and analysis that will help to inform future strategies.

A PUBLIC AUTHORITY MUST, IN THE EXERCISE OF ITS FUNCTIONS, HAVE DUE REGARD TO THE NEED TO:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act.

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Foster or encourage good relations between persons who share a relevant protected characteristic and persons who do not share it.

THE EQUALITY ACT 2010 (SPECIFIC DUTIES) REGULATIONS 2011 PLACE SPECIFIC DUTIES ON PUBLIC AUTHORITIES TO PUBLISH:

Information to demonstrate their compliance with the Equality Duty, at least annually.

Equality objectives at least every four years. The Equality Act 2010 applies in relation to the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

AIMING TO GO BEYOND OUR STATUTORY DUTY

At Inspire Education Group we aim to go beyond our statutory duty. Our vision is to be an exceptional learning organisation, empowering your future. Our mission is to transform lives through inspirational and innovative learning. We value being innovative, nurturing, sustainable, passionate, inclusive, respectful and excellent.

EQUALITY, DIVERSITY AND INCLUSIVITY AT IEG

Our Equality, Diversity and Inclusion committee is in place to provide a structured strategic and operational forum to advance EDI across IEG. Our 2024-25 EDI action plan was delivered through our five Special Interest Groups who report into the main EDI Committee.

1	2	3	4	5
Ability Not Disability	Gender	LGBTQ+	Race, Religion and Culture	Vulnerable Students
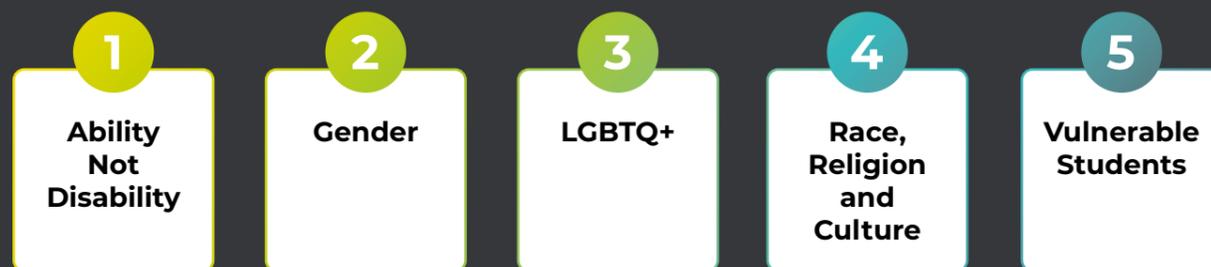
Delivering on our EDI Action Plan will require us to be:

Brave

To stand up for what we believe in. To stand up for others who may have experiences or be experiencing inequality and discrimination, and as leaders and managers, make it safe for others to have their say.

Humble

To act with humility and grace, knowing we may not know the answers and need to learn from others. To know that we may make mistakes for which we will say sorry.

Willing

A willingness to do the work and act, one step at a time.

Determined

Determined that we can, and will, make a difference.

The main EDI group and SIGs have an action plan and the progress of each is monitored regularly by the EDI group and reviewed annually. Appendix 1 provides an overview of progress against our EDI Action Plan. Key successes from 2024-25 include:

LEADERSHIP AND MANAGEMENT

In April 2025, IEG signed the Association of College's (AoC) Equality, Diversity and Inclusion Charter, pledging a public statement to demonstrate our commitment to providing equity and creating an inclusive culture.

Our Special Interest Groups (SIGs) have been revised to ensure they meet a wider range of needs. The Anti-Racism group has broadened its focus to Race, Religion and Culture, whilst the Asylum Seekers and Refugees group has expanded to include all Vulnerable Students. These changes aim to bring into scope a wider range of protected characteristics.

IEG demonstrated our commitment to inclusive leadership beyond IEG by sharing practice across the sector. Our EDI Coordinator continued to run the CPCA FE and Training Network, bringing together colleges across the region, whilst our CEO presented as part of a panel discussion on 'Creating a Culture of Belonging' at the AoC EDI Conference.

ABILITY NOT DISABILITY

In 2024-25, the Ability Not Disability group focused their efforts on laying the groundwork for IEG to pursue the 'Disability Confident Leader' award, building on our status as a Disability Confident Employer.

Elsewhere, the group focused on visibility and support; most notably working on an individual basis to ensure staff were aware of the support available and their right to adjustments. A number of colleagues came forward to the group to request this support; helping the group to grow its reputation and increase awareness among staff.

GENDER

To reduce stigma around male mental health, IEG have recruited and trained Men's Mental Health Champions at both Peterborough and Stamford campuses. They set up 'Stronger Together: Men's Mental Health' forums to provide safe spaces for men to connect and explore topics around mental health.

Elsewhere, the Gender group continued to work on raising staff awareness of gendered experience. Staff engaged in a CPD session by Split Banana around reducing harmful sexual behaviours. Three members of the Gender group also shared best practice on 'Building a culture of equality: Effective practices against misogyny' at the AoC EDI conference.

Following previous success, the Evolve peer research project explored the experiences of male, female, trans and non-binary students across IEG. Findings from this project will inform actions for 25/26.

LGBTQ+

The LGBTQ+ group continued their work to raise awareness and support for LGBTQ+ staff and students. The group engaged in training with Bedford College Group to support them in driving forward their initiative and set up student forums to create safe spaces for LGBTQ+ students to connect for peer support. The group have also worked to proactively highlight and address issues, including the replacement of an outdated quote due to connotations with transphobic views.

RACE, RELIGION AND CULTURE

In January 2025, IEG joined 'Race Equality Matters' to strengthen our commitment to racial inclusion. The Race, Religion and Culture group continued its work to translate commitment into practice; creating tutorial content on mutual respect and tolerance, which has strengthened the Personal Development Programme, and organising Cultural Awareness celebrations. The group's progress was impacted by staffing changes in-year, however they continued to work to promote the 'It's Not Banter' campaign which launched in 2024; building a toolkit of resources in collaboration with other educators and community organisations.

VULNERABLE STUDENTS

Our Vulnerable Students group successfully led IEG in achieving the 'Care Leaver Covenant', in recognition of our commitment to supporting young people leaving care.

The Covenant enhances IEG's network and opportunities to support care leavers, including championing care leavers' rights. One success story has been a student who gained a job with a major global employer, following support to access an interview.

Elsewhere, the group has been working on strengthening reporting mechanisms, including collecting data on children previously in care, which has enabled us to capture more robust data on attendance, attainment and retention of vulnerable students and begin to identify where to address gaps. As a result, there has been increased focus on using this data to target trauma informed practice and training. The group have been working to build collaborative support links with external services, which has led to 'lunch and learn' CPD sessions with Carers First.

Student forums have been trialled for young parents, young carers, care experienced learners, asylum seekers and refugees, including initiatives such as free pizza and support of external organisations such as Centre 33. The aim of these groups was to provide safe spaces and facilitate peer support between students in vulnerable groups. All vulnerable students have had the opportunity to engage in peer support, and takeaways can be used to further drive student engagement and support.

STUDENT VOICE AND EDI

Inspire Education Group places a high value on student engagement as a cornerstone of an exceptional learning experience and continuous improvement. We empower students to actively shape their College journey and contribute to EDI efforts through various channels.

As signatories of the AoC Charter for Student Engagement, Inspire Education Group is committed to:

· Treating students with respect and listening to their views.

· Creating inclusive student representative structures and committing sufficient resources and training to support.

· Connecting student engagement to the values of equality, diversity and inclusion, British values and broader social issues.

· Promoting equality, celebrating diversity and ensuring student engagement reflects our student cohort.

· Providing opportunities for student involvement in youth social action, personal development and preparing them for life and work.

STUDENT SURVEYS

In our end of year survey, 94.91% of students stated they feel safe in the College environment.

94% of students at Stamford and 91% of students at Peterborough felt there is mutual respect and tolerance for each other's differences, which is consistent with the previous academic year (23-24).

A minority of students (13%) reported seeing or hearing discriminatory actions across College and an even smaller minority (6% at Stamford, 9% at Peterborough) felt they had been treated differently due to their identity. This was most prevalent among students identifying as LGBTQ+.

99% of students at Stamford and 76% of students at Peterborough knew how to report harassment and discrimination. Student Rep feedback provides further insight that some students do not report due to fear of being identified. This has been addressed by increased promotion and awareness raising of 'We Will Listen' campaigns.

Students indicated that they didn't always receive feedback after reporting incidents and some were unsure how to report incidents in the first place. In response, IEG worked with Student Mentors, Student Reps and curriculum areas to raise awareness and accessibility of reporting procedures and implemented changes to ensure timely feedback was provided to those who reported an incident, closing the loop and enhancing communication.

STUDENT REPS

Feedback presented by Student Reps was broadly in line with feedback via the 'Have Your Say' survey, providing valuable insight into how Inspire Education Group can work to improve student experience.

Key asks from students:

- Increased representation and challenging stereotypes in marketing materials and guest speakers, particularly promoting gender-neutrality in course choices.
- More feedback on how concerns about harassment and bullying are dealt with.
- Education and support around male mental health and positive masculinity, such as celebration of International Men's Day.
- Information, support and social groups for Young Carers.
- A larger prayer space at Peterborough and increased promotion at both Colleges.
- More information about lesser known religions.
- Celebration of more cultural events, particularly Eid.
- Translation of formal documents.
- Outward support for the LGBTQ+ community by wearing badges.
- More awareness around hidden disabilities.
- Safe spaces for open dialogue.
- More choice of food from different cultures and improved labelling of Halal food and allergens.

PEER RESEARCH PROJECT

Students conducted a peer research project on the topic of gender bias and discrimination in College. The project involved groups from courses which have been traditionally male or female dominated, as well as a control group with a more balanced mix of genders.

The project aimed to assess student understanding of the impact of gender-based discrimination, identify available internal and external support services, examine if gender influences treatment, subject choices and expectations and explore what young people would do if they were not judged by their gender.

Recommendations from the project have informed actions to help create more gender-inclusive environments and experiences at Inspire Education Group.

These included:

- Improving safety and visibility by increasing security cameras and introducing uniforms for safeguarding teams.
- Challenging stereotypes in subject choices through gender-neutral marketing materials, improved representation and staff training on stereotypes and inclusivity.
- Support and awareness including pop-up stands, posters and Personal Development sessions.

STUDENT UNION

The Student Union plays a vital role in promoting EDI through various events and activities. These include charity and community fundraising initiatives, litter picking campaigns, cultural awareness activities and mental health and wellbeing initiatives. The Student Union's active involvement in these areas contributes to a positive and inclusive College environment. Students at Stamford worked collaboratively with the National Union of Students around student voice and trans rights. Representatives also participate in Stamford Youth Council. Students at Peterborough worked with Peterborough Citizens to highlight issues around housing at the Mayoral Assembly in 2025.

STUDENT OUTCOMES

This report will now analyse student outcomes in the context of key EDI criteria and establish any gaps in terms of performance or any trends that would give us cause for concern.

GROUP COMPARISON DIVERSITY DATA 2024-25

Young people and adult learners from vulnerable groups generally show lower achievement, with the exception of adults accessing Additional Learning Support and adult young parents. Achievement gaps for young people present more minor variance, whereas there are more significant spikes for adult learners.

For both adults and young people, performance gaps for Care Leavers and students receiving Free College Meals are the most significant.

Young parents (16-18) also present an area of concern with an 8.1% performance gap. Inspire Education Group proactively addresses identified gaps through curriculum, quality, and student support initiatives, which are documented in the Quality Improvement Plans.

Table 1: Group Comparison Diversity Data 2024-25

Vulnerable Group	Young People			Adults			Apprentices		
	Leavers	Ach (%)	Variance to Peers (Young People)	Leavers	Ach (%)	Variance to Peers (Adults)	Leavers	Ach (%)	Variance to peers (Apprentices)
LDD	3871	86.9	-2%	1688	86.0	- 1.7%	82	43.9	-15.6%
High Needs	670	86.4	-1.8%	266	86.8	- 0.5%			
Free College Meals	2557	86.0	-2.2%	104	71.2	-16.3			
ALS Accessed	4079	87.3	-1.4%	1175	87.7	+0.5%	56	67.9	+13.9%
Looked After	355	85.6	-1.7%	11	81.8	-5.5			
Care Leavers	459	85.4	-2.8%	119	64.7	-22.9			
Young Carer	220	88.2	-0.1%	13	84.6	-2.7	1	0	-57.8%
Young Parent	10	80.0	-8.1	66	89.4	+2.2%			

GROUP COMPARISON BY ETHNICITY 2024-25

Achievement data indicates minor performance gaps for non-white students compared to their white peers. For young people, non-white students outperform their white peers by 0.9%. For adult learners, achievement rates for white students are 1.8% higher than for non-white students. This gap has reduced from 2.1% in 2023-24, showing continued progress towards closing the gap.

The gap for adult learners is primarily influenced by adult ESOL and short certificate programmes delivered with partners, involving hard-to-reach students disproportionately affected by the cost of living crisis and refugee students experiencing relocation. Achievement rates for both white and non-white students are 3% above the national average. Achievement data for apprentices shows a more significant performance gap, with white students achieving 8.6% higher than non-white students.

Table 2: Group Comparison By Ethnicity 2024-25

	Young People		Adults		Apprentices	
	Leavers	Ach (%)	Leavers	Ach (%)	Leavers	Ach (%)
Non-White	2472	88.8	2572	86.2	27	48.1
Unknown	202	87.6	95	82.1	2	50%
White	6933	87.9	4805	87.9	349	57.8

GROUP COMPARISON BY GENDER 2024-25

Achievement data is consistent across male and female students, averaging 6% above the national benchmarks for both sexes. There has been a slight dip in achievement across the board compared to 2023-24 (0.1% decline for female students and 0.9% decline for male students). Interestingly, this trend is reversed for young female students, whose achievement rates have risen from 87.9% to 88.5%.

The decline in achievement is counteracted by a >2% increase in pass rates for both male and female students.

It is noted that this data presents binary gender comparison, which does not provide insight into the achievement and experience of transgender or non-binary students.

Table 3: Group Comparison by Gender 2024-25

	Young People		Adults		Apprentices	
	Leavers	Ach (%)	Leavers	Ach (%)	Leavers	Ach (%)
Female	3882	88.5	4466	86.5	126	56.3
Male	5725	87.9	2961	88.4	252	56.0

EDI WORKFORCE PROFILE: 1 AUGUST 2024 - 31 JULY 2025

Inspire Education Group places equality, diversity and inclusion at the heart of everything we do. In order to foster a positive workforce culture alongside building and maintaining an equitable workplace, it is crucial to capture robust EDI data. This is a process we have completed and developed year on year, systematically collecting information on various workforce characteristics, such as ethnicity, gender, disability status and sexual orientation.

The aim is to gain a clear understanding our workforce's composition, identify potential disparities, and inform targeted interventions.

The methods we employ to undertake this process include staff surveys, feedback from our various people processes and our HR system including employee self-service input.

Effective data capture requires clear communication with employees about the purpose of data collection, ensuring confidentiality and providing options for employees to opt out or choose 'prefer not to say'. This non-mandatory approach at times limits the extent of the data recorded. By analysing this data, we have the ability to measure the effectiveness of our EDI initiatives, track progress over time and foster a culture of inclusivity.

The following report outlines the EDI statistics and trends we have recorded and analysed through 2024-25.

STAFF PROFILE

This section looks at the characteristics of staff employed during the academic year 2024-25, using an average headcount of 964 as the total number of staff for whom percentages were calculated.

Data was taken from the HR database. Our managed services company Quality Resourcing Solutions (QRS) hourly paid associates were not included in the data collection as within the period of reporting; they were not employed by IEG and their profile changes significantly throughout any reporting period due to the nature of temporary agency assignments.

MANAGEMENT TEAM

The organisation-wide management team profile was fairly evenly spread between males and females (55% female vs 45% male). We have 0% reporting as 'other' or 'X'.

MARRIAGE AND CIVIL PARTNERSHIPS

3 (0.3%) employees have stated that they are in a civil partnership. 362 (37.3%) employees have stated that they are married. 63 (6.5%) employees state that they have a partner. 49 (5%) employees state that they are divorced or separated and 108 (11.1%) employees have stated that they Prefer Not to Say. 150 (15.5%) employees have not responded, and the remaining employees have stated other reasons, including engaged and widowed.

GENDER REASSIGNMENT

As of September 2025, There are 2 (0.2%) employees who have stated Yes to gender reassignment. 12 (1.2%) employees have opted to Prefer Not to Say, 443 (46%) employees have stated No and 507 (52.6%) have not responded.

SEX

The gender profile remains consistent with last year with 65% female against 35% male. This is typical of the education sector as a whole. Although 0% of staff identified as 'other' or 'X', further work is in scope to better understand any barriers to staff disclosing in line with our commitment to the Rainbow Flag Award and positive approach to staff identifying as non-binary or transgender.

Figure 1

Staff Sex

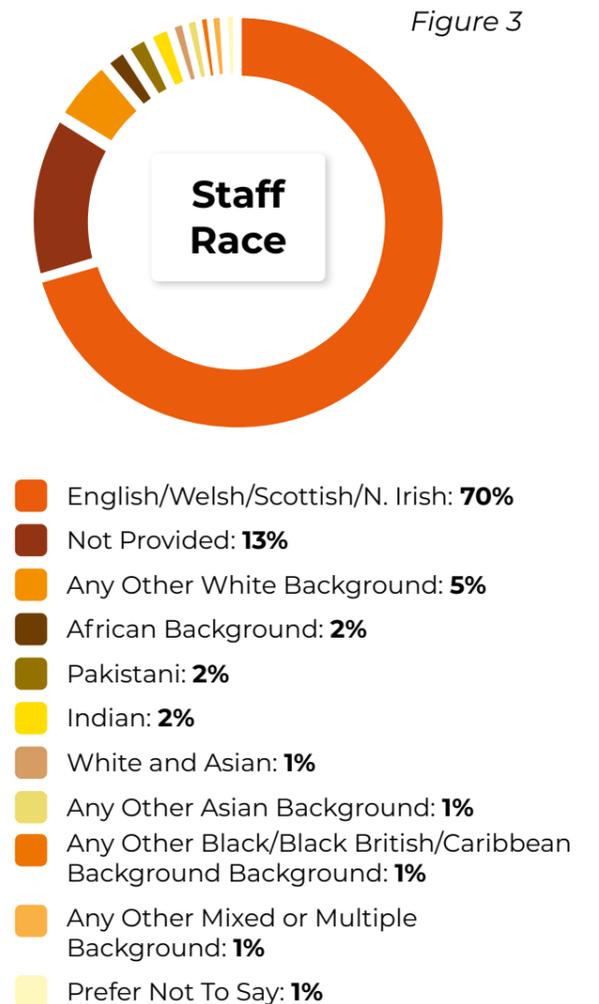- ■ Female: **65%**
- ■ Male: **35%**

DISABILITY

The proportion of staff declaring no disability has increased from 53% during 2023-24 to 59% during 2024-25. Whilst there is a slight increase in those preferring not to say, there is an 8% decrease in the percentage of staff who did not provide the information. As a 'Disability Confident' organisation, we aim to be extremely inclusive where disability is concerned, with many internal mechanisms to support staff and make reasonable adjustments. We have and will continue to take steps to encourage greater self-declaration, particularly through the Equality, Diversity and Inclusion Special Interest Group and associated working groups.

Figure 2

Staff Disability

- ■ No Disability: **59%**
- ■ Not Provided: **28%**
- ■ Disability: **11%**
- ■ Prefer Not To Say: **2%**

RACE

The proportion of employees self-categorising as 'White' has increased by 5% from 70% in 2023-24 compared to 75% in 2024-25, although this may be partially accounted for by the 4% increase in employees choosing to state their ethnicity. The proportion of White employees is also in line with 2021 census data for Peterborough (75.4%). As the organisation sits across Cambridgeshire and Lincolnshire it is difficult to compare the IEG profile locally, however there is recognition by Inspire Education Group of the need for further work to ensure categories of data captured align with census data to enable more effective comparison moving forward.

Figure 3

Staff Race

- ■ English/Welsh/Scottish/N. Irish: **70%**
- ■ Not Provided: **13%**
- ■ Any Other White Background: **5%**
- ■ African Background: **2%**
- ■ Pakistani: **2%**
- ■ Indian: **2%**
- ■ White and Asian: **1%**
- ■ Any Other Asian Background: **1%**
- ■ Any Other Black/Black British/Caribbean Background Background: **1%**
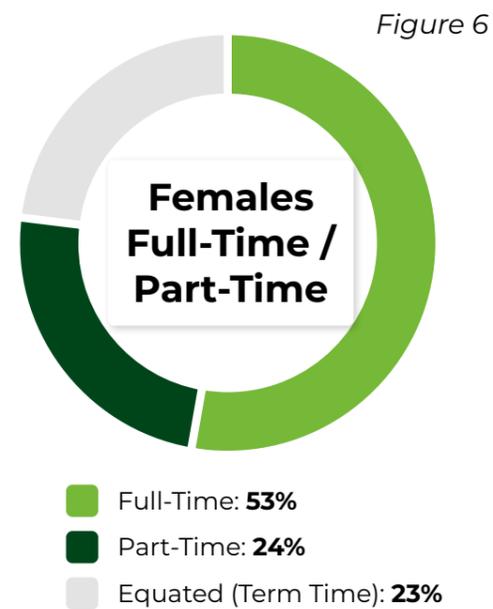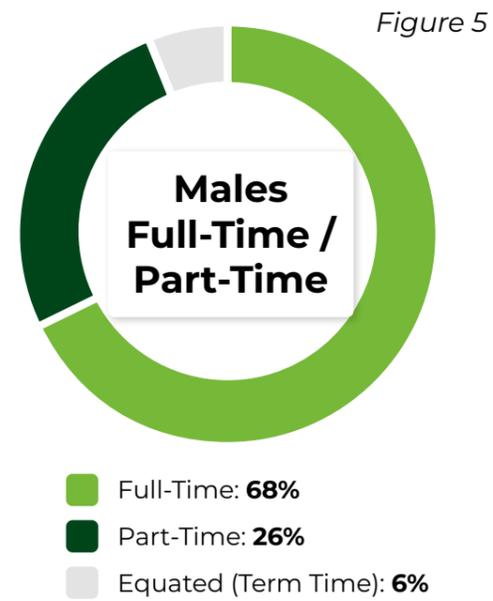- ■ Any Other Mixed or Multiple Background: **1%**
- ■ Prefer Not To Say: **1%**

CATEGORY

Figure 4 shows the profile of our staff during 2024-25 split by the type of work they undertake. It is clear there is a higher ratio of business support/ student support roles to teaching roles. The student support category includes business support staff whose roles directly support students and their learning, including students with additional needs, the number of which is quite high across IEG.
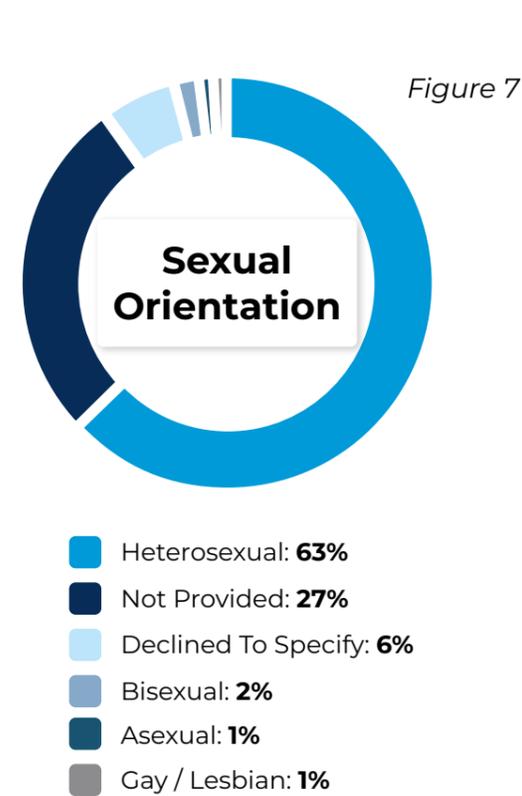
Figure 4

Staff Category

- Teaching Staff: **36%**
- Business Support: **27%**
- Student Support: **19%**
- Manager: **10%**
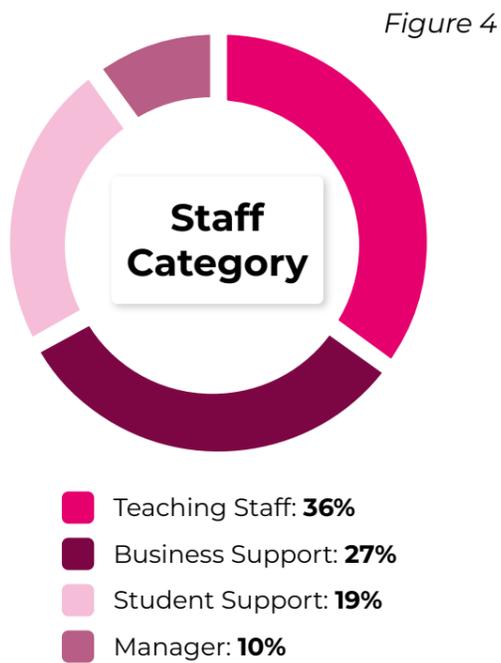
FULL-TIME / PART-TIME BY GENDER

Figure 5 and 6 below shows the split of gender between full time and part time staff, with a much higher percentage of males (68%) being in full time roles during the reporting period than females (53%), although the split is more even compared to 2023-24.
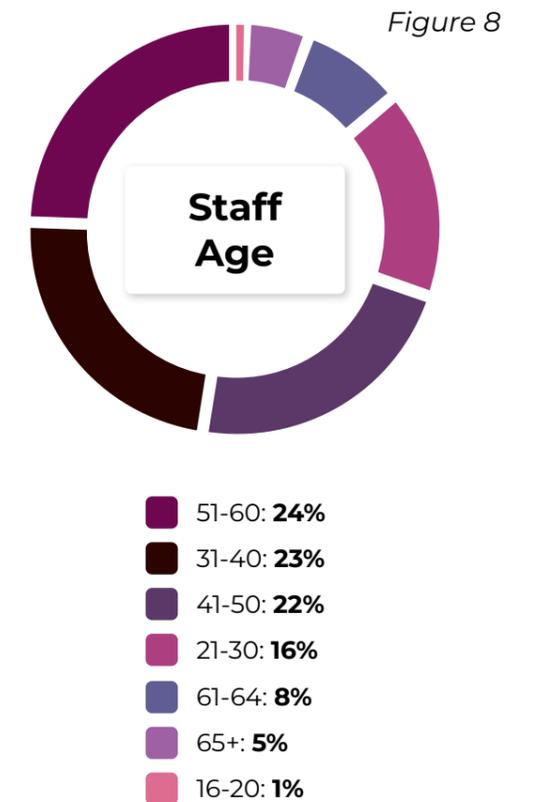
Figure 5

Males Full-Time / Part-Time

- Full-Time: **68%**
- Part-Time: **26%**
- Equated (Term Time): **6%**

Figure 6

Females Full-Time / Part-Time

- Full-Time: **53%**
- Part-Time: **24%**
- Equated (Term Time): **23%**

SEXUAL ORIENTATION

Figure 7 shows the sexual orientation within the staff profile for the reporting period 2024-25. The percentage of employees who have declined to specify or complete has decreased by 5% since the reporting period 2023-24. With an ongoing increase of focus and openness to the LGBTQ+ community, we aim to continue building on this process to support staff to share this information more freely in the future.

Figure 7

Sexual Orientation

- Heterosexual: **63%**
- Not Provided: **27%**
- Declined To Specify: **6%**
- Bisexual: **2%**
- Asexual: **1%**
- Gay / Lesbian: **1%**

AGE

Figure 8 shows the age profile of our staff during 2024-25. The age profile is similar to 2023-24, with the highest proportion of the workforce aged between 30 - 60, with a relatively even split within these categories. Further analysis is planned in 2025-26 to understand which roles are most affected by employees aged 61 or above.
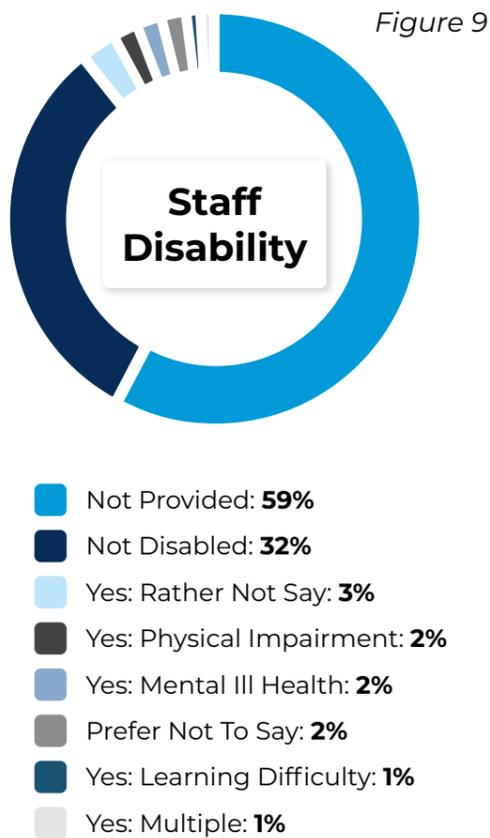
Figure 8

Staff Age

- 51-60: **24%**
- 31-40: **23%**
- 41-50: **22%**
- 21-30: **16%**
- 61-64: **8%**
- 65+: **5%**
- 16-20: **1%**

STAFF LEAVERS

This section looks at the characteristics of staff who left during the reporting period 2024-25, using a headcount of 149 as the total number of staff for whom percentages were calculated.

This is an average turnover of 14% for the reporting period across the Group, which has increased from the last reporting period. QRS hourly paid associates were not included in the data collection due to the nature of the use of agency staff on a temporary basis. However, staff employed through QRS on salaried contracts were included.

DISABILITY

Figure 9 shows the percentage of leavers (32%) with no disability. The vast majority at 59% did not provide this data whilst employed by IEG.

Figure 9

Staff Disability

- Not Provided: **59%**
- Not Disabled: **32%**
- Yes: Rather Not Say: **3%**
- Yes: Physical Impairment: **2%**
- Yes: Mental Ill Health: **2%**
- Prefer Not To Say: **2%**
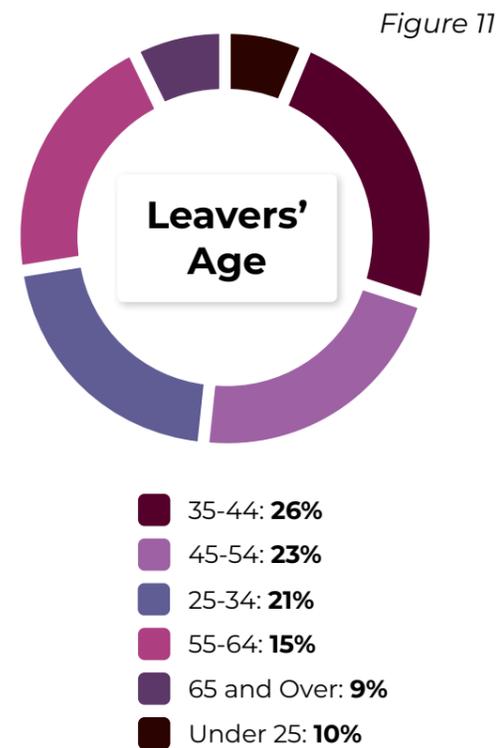- Yes: Learning Difficulty: **1%**
- Yes: Multiple: **1%**

GENDER

Figure 10 shows a slight increase in more female leavers compared to 2023-24, however this is in line with the ratios in the staff profile for the reporting period. No leavers reported their gender as 'other' or 'X'.

Figure 10

Staff Gender

- Female: **63%**
- Male: **37%**
- Other: **0%**
- X: **0%**
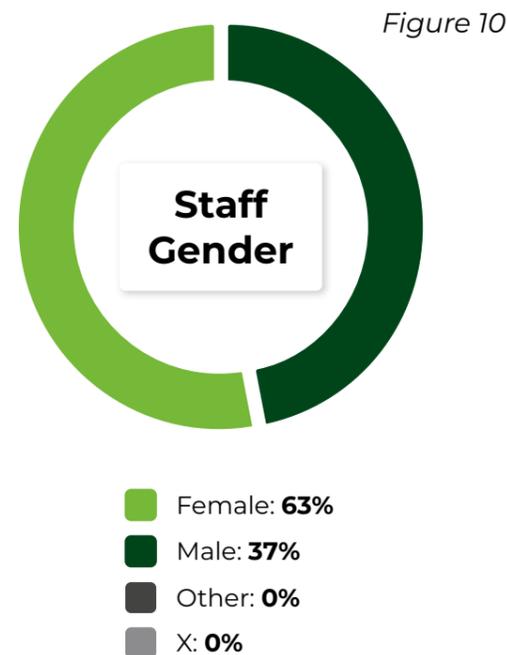
AGE

Figure 11 shows that the age distribution of leavers was fairly even between the ages of 25 and 64, similar to the staff profile. 9% of leavers were 65 and over, which is higher than the staff profile, but the percentage of leavers aged between 55 and 64 is slightly lower than the staff profile and a 7% decrease from 2023-24, suggesting improved retention for our aging workforce.

Figure 11

Leavers' Age

- 35-44: **26%**
- 45-54: **23%**
- 25-34: **21%**
- 55-64: **15%**
- 65 and Over: **9%**
- Under 25: **10%**

ETHNICITY

Figure 12 shows that 37% of leavers within this reporting period declared themselves as 'White', which is a 23% decrease compared to 2023-24 and just over half the number identifying as 'White' in the staff profile for 2024-25. This is largely due to a 22% increase in leaver data not being provided compared to 2023-24. Meanwhile, figures for other ethnic groups remain on par with the staff profile, with the exception of a slightly higher proportion of leavers identifying as Asian or Asian British than have declared in the staff profile.

Figure 12

Staff Ethnicity

- Not Provided: **52%**
- White: **37%**
- Asian or Asian British: **7%**
- Multiracial: **3%**
- Black or Black British: **1%**
- Other Ethnic Groups: **1%**

STAFF CATEGORY

The majority of leavers shown in Figure 14 in the academic year 2024-25 were business support and teaching staff, in line with the staff profile.

Figure 13

Staff Category

- ■ Business Support: **33%**
- ■ Teaching Staff: **33%**
- ■ Student Support: **17%**
- ■ Manager: **7%**

LENGTH OF SERVICE

This section looks at the characteristics of staff in relation to their length of service during the academic year 2024-25.
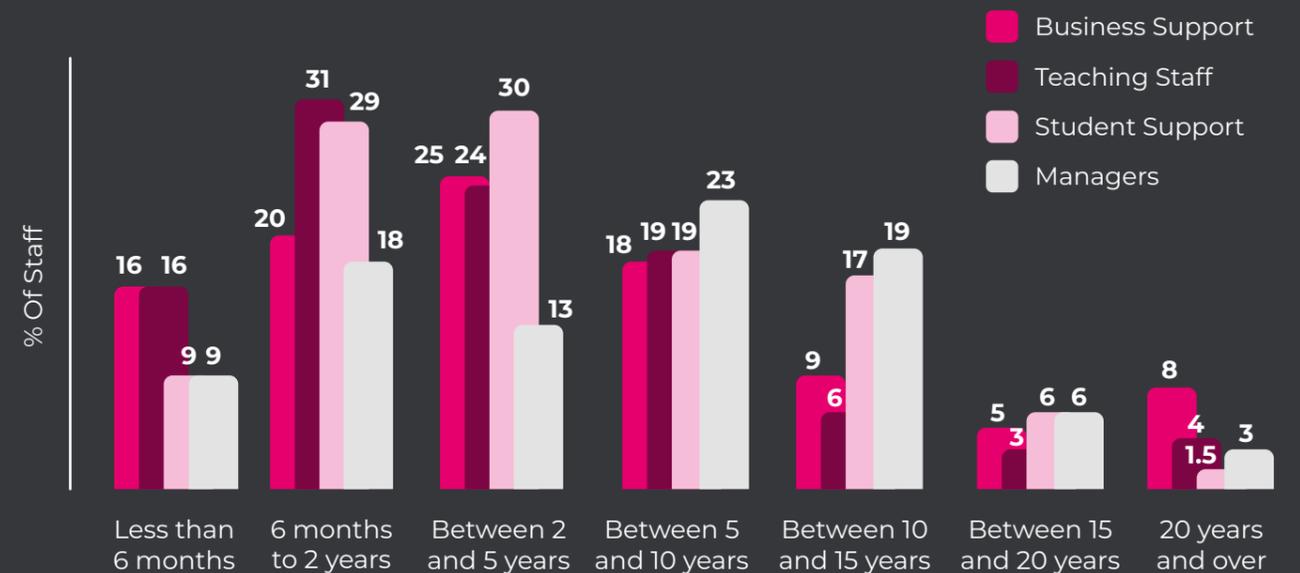
CATEGORY

There is a fairly regular pattern to length of service in relation to staff category bearing in mind the proportionate split between business support, teaching staff, student support and managers – see Figure 14.

The majority of staff complete between 2 and 10 years of service. Managers are more likely to stay longer, with a peak at 5-10 years service, whereas student-facing staff including teachers and student support are less likely to stay beyond 5 years service.

Length of Service by Job Category

Figure 14

- ■ Business Support
- ■ Teaching Staff
- ■ Student Support
- ■ Managers

% Of Staff

	Less than 6 months	6 months to 2 years	Between 2 and 5 years	Between 5 and 10 years	Between 10 and 15 years	Between 15 and 20 years	20 years and over
Business Support	16	20	25	18	9	5	8
Teaching Staff	16	31	24	19	6	3	4
Student Support	9	29	30	19	17	6	1.5
Managers	9	18	13	23	19	6	3

FULL TIME/PART TIME STATUS

The pattern in Figure 15 is fairly consistent with the length of service by category data, although a higher proportion of part-time staff leave within 6 months. These are mainly lecturer and trainer roles. However, the peak length of service for part-time staff is later, between 2-5 years, compared to full-time staff, which is 6 months to 2 years.
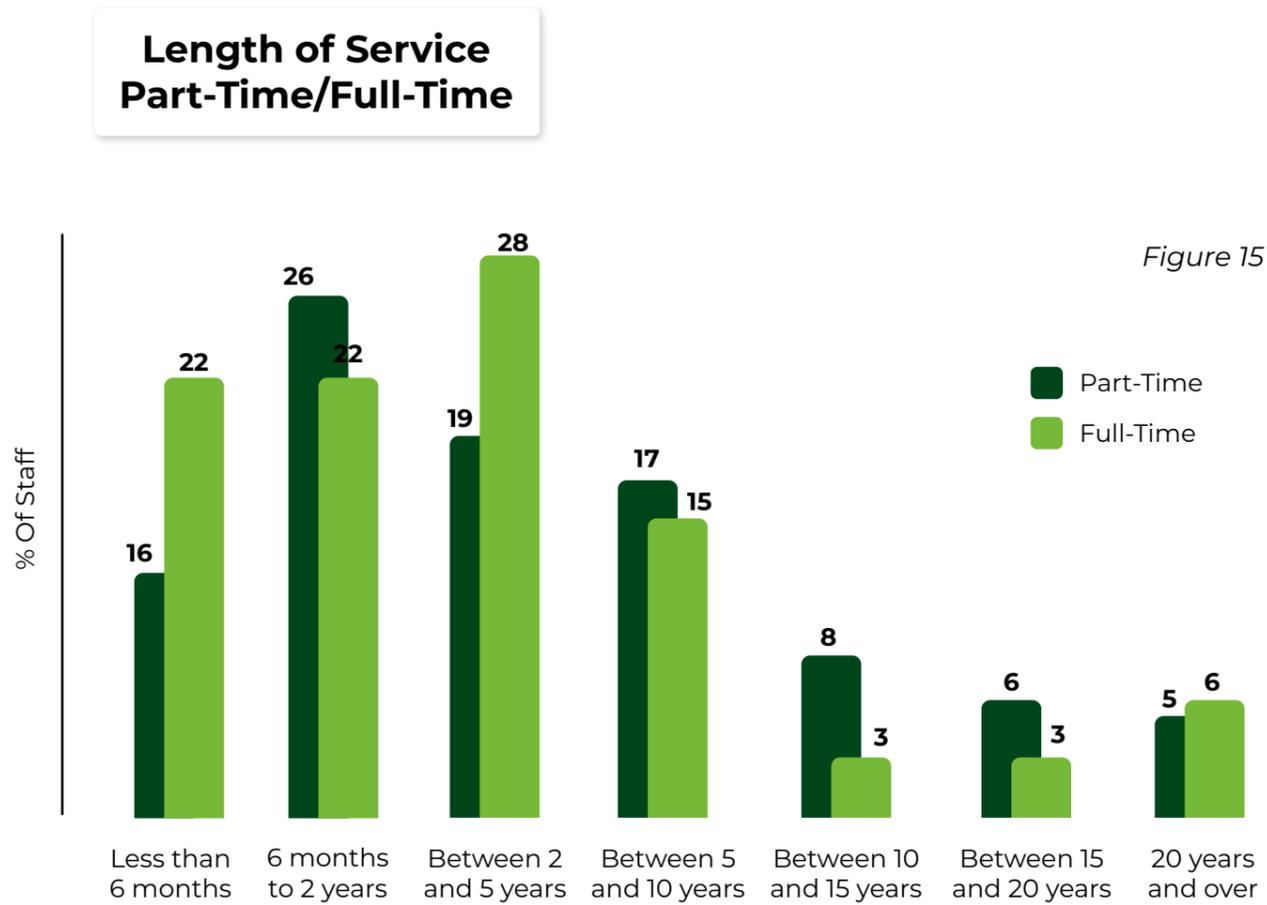

Length of Service Part-Time/Full-Time

Figure 15

AGE

Figure 16 shows that the majority of staff remain at IEG between 6 months and 10 years and have a fairly even distribution of age. Trends show that, as expected, younger staff have completed shorter lengths of service whilst older staff have often completed longer lengths of service.
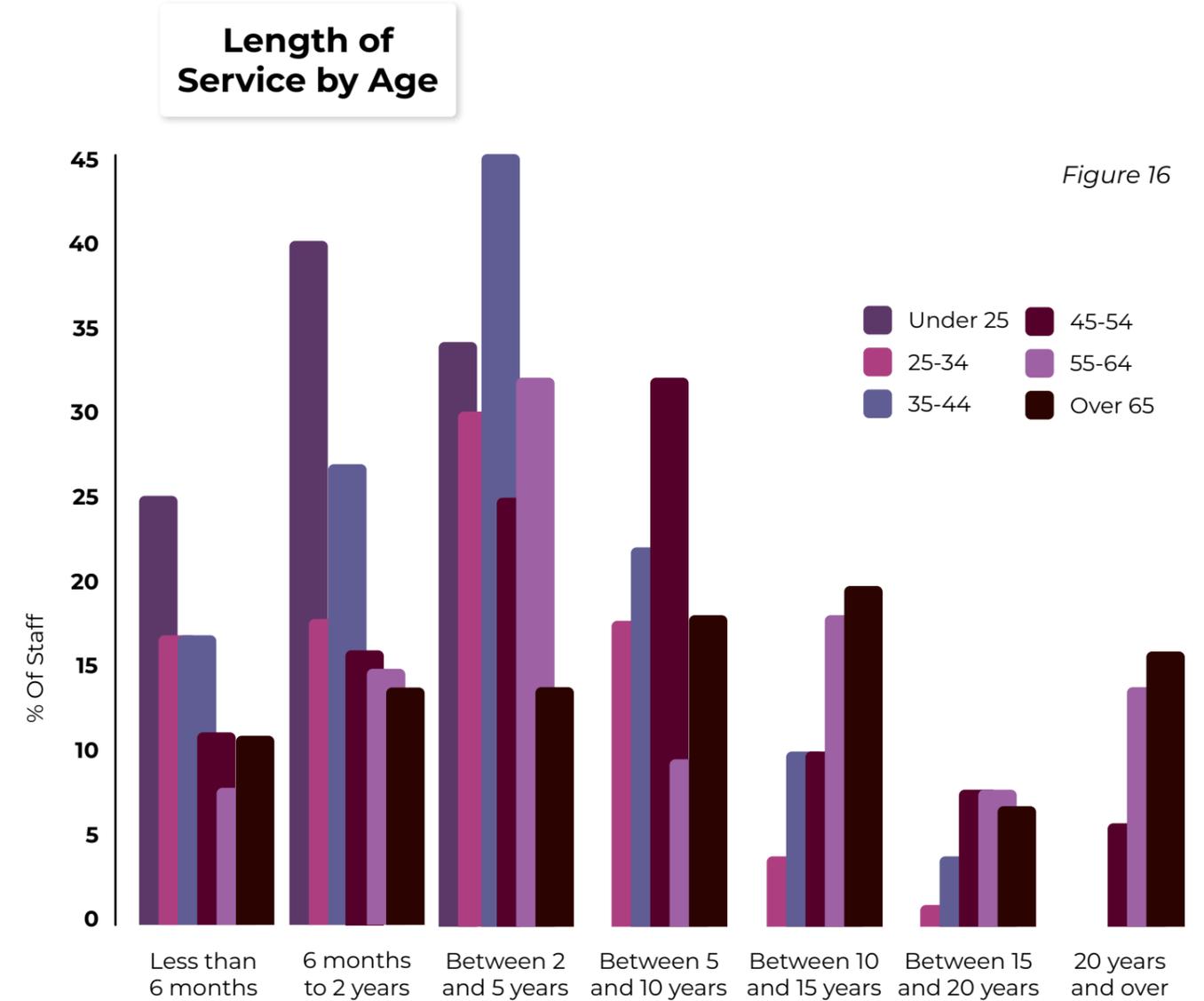

Length of Service by Age

Figure 16

STAFF CONTINUING PROFESSIONAL DEVELOPMENT

All staff complete Equality, Diversity and Inclusion online training when they join the organisation and refresh every three years during their employment, the current completion rate is 83%.

As part of our commitment to mental health, all staff are required to complete the mandatory Mental Health Awareness training (89% completion rate). Managers must also complete the Mental Health Awareness for Management training (89% completion rate). Managers are also assigned Menopause Awareness training as a one-off course (89% completion), and Stress Awareness training (current completion rate 90%). Gender Identity and Expression, which also requires renewal every three years is currently at 90% completion. Sexual Harassment Awareness training is at 86% completion.

The organisation's new starter induction programmes have been reviewed and now include delivery on Equality, Diversity and Inclusion.

In addition, the in-house Equality and Diversity Level 2 is offered to staff, as is Level 2 Mental Health Awareness.

LOOKING BACK AT 2024-25: EDI INITIATIVES AND ACHIEVEMENTS

INCLUSIVE LANGUAGE GUIDE

An Inclusive Language guide was produced to guide staff through navigating language and terminology around gender, race and other protected characteristics. This included an additional quick reference guide to highlight the use of pronouns and the importance of pronoun badges in allyship.

PETERBOROUGH CITIZENS FOCUS GROUPS

In partnership with Peterborough Citizens, CEO Rachel Nicholls ran staff focus groups to understand the lived experiences of local people related to housing and homelessness, transport and youth unemployment in Peterborough and Cambridgeshire. This was part of a guided listening to inform Peterborough Citizens campaigns.

STUDENT POSITIVE BEHAVIOUR POLICY

To strengthen our Student Positive Behaviour Policy, an accompanying guide was produced to support staff in addressing offensive language related to the protected characteristics. This ties in IEG's 'It's Not Banter' campaign with reporting mechanisms and disciplinary procedures to ensure an appropriate level of response for offensive language and behaviours related to protected characteristics.

IEG JOIN RACE EQUALITY MATTERS TO STRENGTHEN COMMITMENT TO EQUALITY, DIVERSITY, AND INCLUSION

We proudly announced our membership with Race Equality Matters, reinforcing our dedication to creating an inclusive, equitable environment where everyone can thrive. This partnership is a key step in advancing IEG's strategic priority to champion equality, diversity and inclusion, with a particular focus on implementing robust anti-racist practices and championing a culture of fairness and respect.

PETERBOROUGH COLLEGE ACHIEVED 'COMMENDED' STATUS IN AoC BEACON AWARDS 2024-25 FOR EXCELLENCE IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

This accolade celebrates the College's impactful and strategic approach to adult education, particularly within its ESOL programme. The College's efforts focus on nurturing sustainable employment, building social confidence and enabling educational progression from Entry-Level to Level 2, key elements that directly address skills gaps in priority sectors outlined by the Local Skills Improvement Plan (LSIP).

IEG AND PETERBOROUGH CITIZENS MEET WITH MP SAM CARLING TO DISCUSS HOUSING CAMPAIGN

We joined forces once again with Peterborough Citizens at Thomas Deacon Academy, where we met with MP Sam Carling. The meeting focused on advancing key campaign initiatives and reaffirming our commitment to the Peterborough Citizens Manifesto. A major point of discussion was the housing campaign, a priority area where we will continue to collaborate with Peterborough City Council. Two inspiring students from TDA Juniors shared their personal testimonies, highlighting the pressing need for housing solutions in our city.
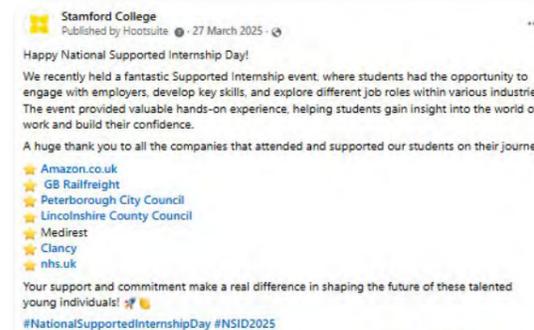
APPENDIX 1: EDI ACTION PLAN - PROGRESS

This action plan reflects progress between **September 2024 - January 2026**.

| **Key** | **Green** Good Progress | **Amber** Partial Progress | **Red** No Progress |

Actions	Timeline	Responsible Department	RAG
Develop and launch EDI Strategy which supports the organisation's Be Brave, Be Bold, Be Exceptional Strategy to drive forward and champion EDI across the organisation.	July 2025	Executive	Green
Development of SIG action plans.	December 2024	SIGs	Green
Monitor student surveys to track any disparities and devise strategies to improve student experience.	June 2024	EDI Committee	Green
Launch 'We Will Listen' campaign to enable students to discreetly report incidents relating to protected characteristics.	September 2024	Student Engagement and Support	Green
Produce a termly EDI newsletter.	June 2024	EDI Committee	Green
Annual EDI reporting.	December 2024	EDI Committee	Green
Develop a range of forums to enable staff to feedback their experiences.	July 2025	EDI Committee	Amber
Review and revise policies to reflect commitment to EDI.	July 2026	People Services	Amber

Actions	Timeline	Responsible Department	RAG
Review representation of SIG and Committee membership.	March 2025	EDI Committee	Amber
Continue to improve staff training and CPD offer to give staff a wide knowledge and confidence regarding EDI, inclusive practice and the protected characteristics.	July 2026	Quality	Amber
Integrate EDI principles into Teaching and Learning Strategy.	July 2025	Quality	Green
Develop curriculum standards and guidelines.	July 2026	Quality	Amber
Integrate EDI training within CPD curriculum.	April 2026	Quality	Amber
Develop a platform of resources for our staff to access to support embedding EDI into their practice. Monitoring of student achievement, specifically Care Leavers, Young Parents and Minority Ethnic Groups achievement rates.	May 2026	Quality	Amber
Embed EDI into Personal Development Programme.	December 2025	Student Mentors	Green
Accessibility audits.	July 2026	Ability Not Disability SIG	Amber
Monitor retention, attainment and achievement of students across the Group.	July 2025	Curriculum	Green
Provide tailored interventions and support programmes.	December 2025	Curriculum and Quality	Amber
Digital accessibility	August 2026	Marketing and ILT	Amber
Monitor attendance, retention and achievement of vulnerable student groups.	March 2025	Vulnerable Students SIG	Green
Annual EDI calendars.	October 2024	EDI Committee	Green

Actions	Timeline	Responsible Department	RAG
Integrate EDI initiatives and activities within Student Engagement calendar.	April 2025	Student Engagement and Support	Green
Cultural Awareness Week.	April 2025	Student Engagement and Support	Green
Continue to improve Student Voice collection to increase engagement, for feedback on experiences and to inform actions and initiatives. To use wider data collection methods and surveys to increase the reach of Student Voice collection enabling wider student experiences to be captured.	November 2025	Student Engagement and Support	Green
Integrate EDI-related guest speakers and workshops into the Personal Development Programme.	July 2026	Student Mentors	Amber
Highlight the successes of our diverse community through Marketing.	August 2025	Marketing	Green
Renew our College of Sanctuary status.	June 2027	ESOL and Student Support	Amber
Renew Rainbow Flag Award.	June 2027	LGBTQ+ SIG	Amber
Achieve the Care Covenant.	April 2025	Vulnerable Students SIG	Green
Continue to establish and develop external partnerships which help support staff and learners to thrive and feel supported within our environments.	August 2026	All	Amber
Continue to grow the CPCA EDI FE and Training Provider Network to help further drive inclusion across the region and offer inter-organisational support.	March 2025	EDI Committee	Green

Actions	Timeline	Responsible Department	RAG
Work in partnership with Peterborough Citizens to advocate for social change.	July 2025 (ongoing)	EDI Committee	Green
To increase community partnerships and develop EDI initiatives and training.	August 2026	EDI Committee	Amber
Achieve Disability Confident Leader Award.	July 2027	Ability Not Disability SIG	Amber
Create a Menstrual Health policy and guidance.	August 2026	People Services	Amber
Anti-racism policies and processes.	May 2026	Race, Religion and Culture SIG	Amber
Trans inclusion policies and processes.	July 2025	LGBTQ+ SIG	Green
Educate managers on reasonable adjustments and support available.	August 2026	People Services	Amber
Review recruitment, application and onboarding processes to ensure accessibility and inclusivity.	May 2026	People Services	Amber
To explore ways of effectively capturing staff voices and experiences related to EDI.	July 2026	EDI Committee	Amber

Be Bold, Be Brave
Be Exceptional

Inspire
Education Group

Peterborough College
www.peterborough.ac.uk
0345 872 8722

Stamford College
www.stamford.ac.uk
01780 484300

University Centre Peterborough
www.ucp.ac.uk
01733 214466

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