

BELONGING ANNUAL REPORT ACADEMIC YEAR 2024/25

Cengiz Ali
October 2025

The Royal Academy of Music moves music forward by inspiring successive generations of musicians to connect, collaborate and create.
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MARYLEBONE ROAD, LONDON NW1 5HT
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**UNIVERSITY
OF LONDON**

Continued overleaf.

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INTRODUCTION

In accordance with the Academy's commitment to Diversity, Equity, and Inclusion, the Belonging Committee creates an annual report to be presented to the Governing Body and published on the Academy's website.

The report provides an update on activities and developments towards the Academy's equality aims and objectives; and presents relevant student and staff data sets accompanied by explanatory narrative. We have a legal duty to comply with the Equality Act 2010 and the Public Sector Equality Duty that sits within the Act.

The Academy continues to make progress towards leaving behind our legacy as an institution where only a particular demographic of people have access to higher education level musical training. Our student and staff populations are gradually changing, developing, and diversifying. We aim to maintain this momentum as we fully acknowledge that there is so much more to be done. Diversity, Equity, and Inclusion is everyone's responsibility, however specific teams, and groups (such as the Belonging Committee) provide leadership and oversight of our progress.

We are mindful of the evolving language of diversity and ensure that this features regularly in the business of the Belonging Committee. As a reminder the Academy no longer uses the terms BAME or BME. There are some instances where this may appear as data or information has been drawn from other external sources (UCAS and HESA). We identify where this is the case. Additionally, data from UCAS continues to categorise gender as male or female. When students enrol, we give them options to self-identify (and supply their preferred pronouns) in line with HESA categories.

As Chair of the Belonging Committee I would like to thank all Belonging Committee members for their work, commitment and continued support.

Cengiz Ali
Director of Human Resources
Chair, Diversity, Equity, Inclusion and Belonging Committee 2024/25

ACTIVITIES AND UPDATES SINCE THE LAST REPORT

There were a significant number of developments, initiatives and activities contributing to the ongoing work in Diversity, Equity, Inclusion and Belonging at the Academy in 2024/25. These are summarised below.

1.1 STUDENTS' UNION ACTIVITIES

Throughout the 2024-25 academic year, the Students' Union under the continuing President, Tiffany Qiu, focused on strengthening community, improving access to support services, and addressing the real pressures affecting students' sense of belonging. A major priority this year was student wellbeing. Working closely with Harpal Chatwal, Interim Head of Psychological Services, we introduced Drop-In Counselling Sessions and later launched 'Drop-In Tuesdays' from the SU Office to improve visibility and access to mental health support. Chester, our therapy dog, continued his popular visits across campus, even dropping into classrooms during exam season to ease stress.

The SU launched a new Disability Focus Group led by our Belonging Representative, Megan Humphries, providing disabled students with a platform to share feedback. This identified key areas for improvement, including a need for autism-specific counselling training, more support navigating online systems, and faster implementation of Personal Learning Plans (PLPs). We worked closely with staff across departments to address these issues. Our approach was shaped by lessons learned throughout the year: while we continue to advocate for students, we also recognised the importance of hearing both student and staff perspectives, improving communication and understanding across the Academy.

Social and belonging-building events remained central to our work. We celebrated LGBTQ+ History Month and International Women's Day with quizzes, karaoke, and socials, supported the Seen and Heard Festival for disabled students' voices, and organised Pride Week activities. Professional development opportunities like free student photoshoots and discounted tailoring services ahead of exams were also introduced to ease financial and practical burdens.

Financial hardship was a growing theme. Our Cost-of-Living Survey showed that 80% of students now work during term time, with many reporting impacts on both academic performance and mental health. Despite nationwide challenges, the combination of heavy conservatoire workloads and financial stress is particularly acute at the Academy. This year, the SU has built stronger connections across the Academy, improved the organisation of our activities, and worked hard to make every student feel heard and supported.

1.2 STAFF ACTIVITIES

The Staff Social Group continues to put on an array of inclusive activities which include termly coffee mornings, cultural events, group concert attendance, the staff quiz and the first ever

Bingo night. The Academy's held its second Wellbeing week which encourages staff to take time to focus on their mental and physical wellbeing. Events included staff massages, Yoga, Tai Chi, Alexander Technique and Feldenkrais classes, nature walks, crafts, meditation, and a step-count challenge.

The Staff Social Group is publicised to new starters during the Induction afternoon and colleagues are encouraged to contact the group with any ideas for new events or activities that they would like to be part of or would like help to organise.

1.3 EQUALITY, DIVERSITY, AND INCLUSION UPDATES

IN/EXCLUSION

Dean of Students Liz Kenny continues to publish a biannual newsletter to students and staff, outlining progress within the Academy's evolving Belonging culture. These updates generally highlight news, events, curriculum developments, and student led initiatives.

CURRICULUM

Our curriculum continues to evolve, bringing a wide range of composers, repertoire, and perspectives to taught materials, from early music to the present day and from outside the mainstream canon.

Diversity is seen across all aspects of student repertoire choice for Principal Study solo recital assessments and has never been as diverse – with the vast majority of imaginative programmes being driven by student curiosity.

STUDENT FESTIVALS

The 2025 Students Create Festival saw 19 original creative projects performed over the course of three days, with 150 students involved.

Events included a new staging of *Pierrotlunaire*; 'Jazz meets Baroque'; a concert centred around the Steingraeber transducer piano (a traditional acoustic piano modified with hidden transducers that vibrate the soundboard, allowing it to produce both acoustic and electronic sounds); musical responses to the work of Charles Ives and Yoko Ono as well as a DJ set with live musicians.

The festival also presented world premieres of 29 student compositions. In total, students performed to a record 1665 audience members.

Our fifth Seen & Heard series, led and curated by the Students' Union's Belonging representative Megan Humphries, celebrated diversity in classical music through performances by inclusive ensembles of Academy students. The programmes explored themes of disability and celebrated global musical traditions.

OPEN ACADEMY

Over the academic year, Open Academy staff and students worked with just over 5500 people through creative projects involving improvisation, collaborative composition and music making in a wide range of settings. These include early years settings, mainstream and SEND schools, a pupil referral unit, hospitals, together with centers for adults with learning disabilities, people with experience of homelessness, and people living with dementia. Within each of these contexts, participants generally come from a diverse range of backgrounds; in many of the schools we work with, it is not unusual for there to be around 30 different languages spoken by students and staff. The department's work focusses on neighborhoods where the population have been disadvantaged by under-investment in resources and services.

Highlights of the year include:

- A public performance at The Stone Nest by the ensemble Unity, which includes Academy students, people with experience of homelessness and players from the [St Academy of St Martin in the Fields](#)
- A series of workshops with [IntoUniversity](#) in Hackney and Tower Hamlets
- A tour of primary schools in Tower Hamlets by Open Academy Fellows as part of [Spitalfields Music Festival](#)
- The beginning of a new partnership with the [Bromley By Bow Centre](#)

MUSEUM AND COLLECTIONS

During the past year, the Museum and Collections department made progress with video recordings of keyboard instruments played by Academy students and staff to add to the 'digital labels' project. This project, currently delayed but still aimed for this year, is a step further in increasing equity and inclusion in accessing the Academy collections. The physical points of access in the gallery will also include sensorial displays.

Additionally, to the instrument loan scheme maintained by the Curator of Instruments and Luthiers, we also increased the number of the collections available digitally. We are currently revising our displays in the museum and around the Academy. The terminology used in the database is also under revision for offensive or non-inclusive language. These are long-term projects in which progress is reported annually.

The Exhibitions Working Group expanded to and has representation from most departments, giving a voice to more staff and students who wish to contribute with their perspectives and ideas.

Special projects under the display, the online *object of the month* or gallery programming:

- In October 2024, the Museum and Collections Department and the Communications Department worked with the African Caribbean Society on creating and installing a display celebrating Black History Month, under the wider theme Reclaiming Narratives'. 'The culture behind an African Caribbean Society is one moulded by a rich tapestry of identifiable history in opposition to colonialist narratives and systemic marginalisation. This Black History Month, there is a focus on correcting the misrepresentations of the Black and mixed-race experiences, emphasising self-determination and empowerment.' (JFM 2024)

- Also, in October 2024 we acknowledged Dyslexia Awareness Month with “Colour Staff Method” Multisensory Tool. ‘The “Colour Staff Method” is a multisensory tool designed to help teach music to dyslexic learners, developed by Peggy Hubicki over several years in the 1960s and adopted by music teachers from the 1970s to today.’ (AF 2024)
- In December 2024, an Academy PhD student curated the Object of the Month and the Tertis display, which feature a makeup box that belonged to a former student May Blyth: ‘May’s life in music spans much of the 20th century. Two World Wars, Women’s Suffrage, and vast social changes in Britain. This rusted makeup box is preserved in our collection to remind us of the stories of performing women whose musical work continued to flourish during this juncture in history. *‘Hers is a story of countless performing women whose ambition and determination paved the way for singers such as myself today.’* (VH 2024)
- On 24 March 2025, a temporary exhibition and an event took place under the theme ‘The oud and the lute’ at the Academy, aiming to bridge and represent European and non-European cultures through two similar instruments, one used in European Music and the other in Arabic music. The exhibit and event gave voice to a Syrian oud player, to a Syrian oud maker, as well as to an English lute maker and a Mexican lute player. The event and the exhibit acknowledged the importance of diversity and migration in the evolution of these instruments and in carrying them into the future. It was well attended and the public representative of both European and non-European cultures, which was one of the objectives.
- On 20 March 2025, we held an event in the Piano Gallery: ‘19th-Century Women at the Academy’ which celebrated women.

We have recruited volunteers and re-wrote the Policy for Volunteers, which was improved by careful revision from an EIA perspective.

1.4 WIDENING PARTICIPATION

Our Widening Participation department continues to run Your Academy - a programme of clubs and collectives, and a summer school for dedicated 11- 17 year old musicians who align with our aim of increasing the ethnic and economic diversity of applications to conservatoire.

We also run Community First String Experience (CFSE) transposing the Academy’s longstanding First String Experience (FSE) to two state primary schools in South London, delivering whole class learning across Reception to YR2 children, and building a bridge into FSE’s inaugural 4th year. In 2024/25 the department worked with nearly 600 children and young people.

The ethos of the Widening Participation Department is to encourage participants to return for further skill development and welcome them into the Academy community, as we often deliver the work with Academy students and tutors. Belonging to the Academy community from the very first interaction means that, with the right dedication and support, they have the chance to progress through our various programmes.

Young people progress from Your Academy to a variety of destinations for further study, including:

- 19 applications to Junior Jazz, 17 auditions, three offered places
- 13 applied to Junior Academy, 10 were offered live auditions and seven offered places.

Others went on to undergraduate courses at the Guildhall School of Music, Royal Central School of Speech and Drama, Royal Holloway and Leeds Conservatoire

With Community First String Experience, from the 90 in the final year 16 were chosen for a Pathways Project (to enhance their skills) and a subsequent eight successfully auditioned for the Bridge Project which will lead to FSE4 in Sept 2025.

1.5 RESEARCH

The Research Office was established in April 2023 to provide central administrative and managerial support for the Academy's research environment. In 2024-25 it consequently began developing mechanisms to action the Academy's *Research Strategy* deliverables to support the realisation of the following strategic aims which relate to Belonging:

1. *Increase capacity for research and the quality of research output*

The Academy will seek to develop a sustainable staffing strategy to build capacity, explicitly and transparently connecting research to the developing policies of staff reward and advancement, and providing opportunity for staff with a significant responsibility for research to develop and grow their research activities.

2. *Align research with institutional priorities of Belonging*

The Academy will make progress with staff recruitment and support in relation to Belonging. Working with the Belonging Committee, it will identify intersections between research activity and access and participation initiatives, to alleviate current imbalances within staffing, and take positive steps in relation to external guidance, such as the Athena SWAN Charter and the Race Equality Charter. Additionally, the Academy will develop Equality, Diversity, and Inclusion training packages to support research staff.

The Research Manager joined Belonging Committee in spring 2025. In the period under review, work has begun to explore the viability of a formal mechanism for transferal between 'teaching only' and 'teaching and research' contracts, providing training, peer mentoring, and opportunities to pursue research. In the longer term, this will feed into the development of connections between research activity and staff reward and advancement, as well as tailored support for researchers, including the development of a programme of training packages.

1.6 GENDER PAY GAP 2024/25

The UK has a legal requirement to report on the gender pay gap.

The Academy's gender pay gap 2024/25 analysis report (published May 2025) reported a mean gender pay gap of 12%, no change from the previous year and a median gender pay gap of 9%, down from 11% in the previous year.

The Academy remains committed to ensuring that men and women are paid equally for work rated as equivalent within the job evaluation scheme and for work of equal value. We will continue our work in this area to reduce the gap. The Academy's overall results are in line within the UK HEI sector for the same period also showing a mean gender pay gap of 12% and a median of 11%. The challenge for the Academy is to further reduce the gap across teaching roles.

The figures can be attributed to continued work in the following areas:

- Transparency of salary information in job advertising
- The introduction of hourly rates
- A robust job evaluation scheme
- Name blind recruitment
- A commitment to embracing flexible working across the institution
- A commitment to promoting family-friendly policies and a work-life balance
- Close monitoring of equality data and oversight at Governing Body level

1.7 TRAINING AND AWARENESS

Students

The completion of three training modules became a requirement of full enrolment for students from September 2022, this continues to be a requirement.

All students completed modules on Bystander Intervention, Consent on Campus and Unconscious Bias.

Staff

As part of the Academy's continued commitment to safeguarding and staff development, staff are enrolled onto a range of specific short courses, some mandatory, according to their Academy role. The platform also contains a range of other short modules that staff can complete according to areas of interest.

The mandatory courses:

Teaching staff

1. Student Disclosures of Unwanted Sexual Incidents
2. Safeguarding
3. Diversity in Learning and Teaching
4. Sexual Harassment
5. Bullying & Harassment
6. Race in the Workplace
7. Information Security Smart
8. Data Protection
9. Unconscious Bias

Part-time hourly paid teachers can claim up to four hours at the standard part-time hourly rate for the mandatory training courses.

Professional Services staff

1. Safeguarding
2. Diversity in Learning and Teaching
3. Race in the Workplace
4. Sexual Harassment
5. Bullying & Harassment
6. Information Security Smart
7. Data Protection

8. Unconscious Bias

There is also an internal EIA staff training module on the Belonging page on SharePoint.

1.8 WORKING WITH BLUEPRINT FOR ALL

In 2020 we invited Blueprint for All to undertake a thorough review of Belonging at the Academy. After conducting in-depth interviews with staff and students, and an audit of all our policies and procedures, they recognised our commitment to change. They identified areas for improvement, and they have supported us in working towards our goals.

In 2024 they returned and noted a marked sense of progress and optimism as well as achievement, within our community. Read their new report [here](#).

1.9 JUNIOR ACACDEMY

The Junior Academy has seen an increased number of entrants from the state school sector. This is especially true at beginner level, in First String Experience (FSE). In 2024 20% of entrants to the BMus course came from Junior Academy, showing that this increase in diversity has had a positive effect on student outcomes. The full report can be found in appendix 1.

MEETING THE REQUIREMENTS OF THE EQUALITY ACT

As an organisation in receipt of public funding, the Academy is subject to the Public Sector Equality Duty, which consists of specific requirements designed to ensure that we are compliant with the Equality Act and to demonstrate the public sector's commitment to equality and diversity.

As well as the general public sector duty, which requires due regard to:

- eliminate unlawful discrimination, harassment, and victimisation,
- promote equality of opportunity for under-represented groups, and
- foster good relations between members of different groups,

The Academy is subject to specific duties relating to higher education. These duties require the Academy to:

- have specific and measurable equality objectives,
- demonstrate 'due regard' in implementing policies, procedures, and new practices, and
- regularly publish information on the diversity of the organisation.

The Academy met the first of these requirements by publishing the Equality, Diversity and Inclusion Scheme 2020-24 and accompanying Action Plan, which established objectives against each of the protected characteristics for delivery through to 2023.

The Academy demonstrates due regard in respect of new policies, procedures, and practices through its established framework of conducting Equality Impact Assessments (EIAs), to ensure that changes to policies and new initiatives are assessed for their impact (whether positive or negative) on groups with protected characteristics. EIAs conducted in the 2024/25 academic year are listed below:

- Recruitment and Selection Policy
- Smart Working Policy
- Dignity at Work Policy
- Intimate Personal Relationships Policy
- Harassment & Sexual Misconduct Policy
- AI Policy
- Grievance Policy
- General and Special Leave Policy
- Maternity, Paternity and Parental Leave Policy
- Medical Records Policy
- Supporting Staff Experiencing Domestic Abuse Policy
- Museum and Collections Volunteer Policy

The Academy continues to fulfil the Educational Strategy 2022-2027. The third requirement is fulfilled via the publication of this annual Belonging report containing student and staff monitoring data.

APPLICANT, STUDENT AND STAFF EQUALITY DATASETS AND COMMENTARY

The following sections contain equality monitoring data and commentary for students, applicants, and staff. The data for applicants is drawn from UCAS data (therefore using the reference BAME – see statement in the Introduction of this report), which is released at the end of each calendar year. Applicant data is current for the 2024/25 entry cycle, while student and staff figures are sourced from HESA datasets and reflect the 2024/25 academic year. The comparator data for all conservatoires is not yet available and will not be released until February 2026.

The data on staff recruitment is taken from internal data sources as part of the recruitment process.

APPLICANT EQUALITY DATA AND INFORMATION

Although the data in this section falls under the remit of access and participation at the Academy, it is useful to capture it in this report alongside the enrolled student data. The data on gender, in Table 1, is broadly equal, indicative of the wider sector and the music subject area. It is in line with the patterns that can be observed in the enrolled student data in section 5.4. The data in this section is drawn from UCAS.

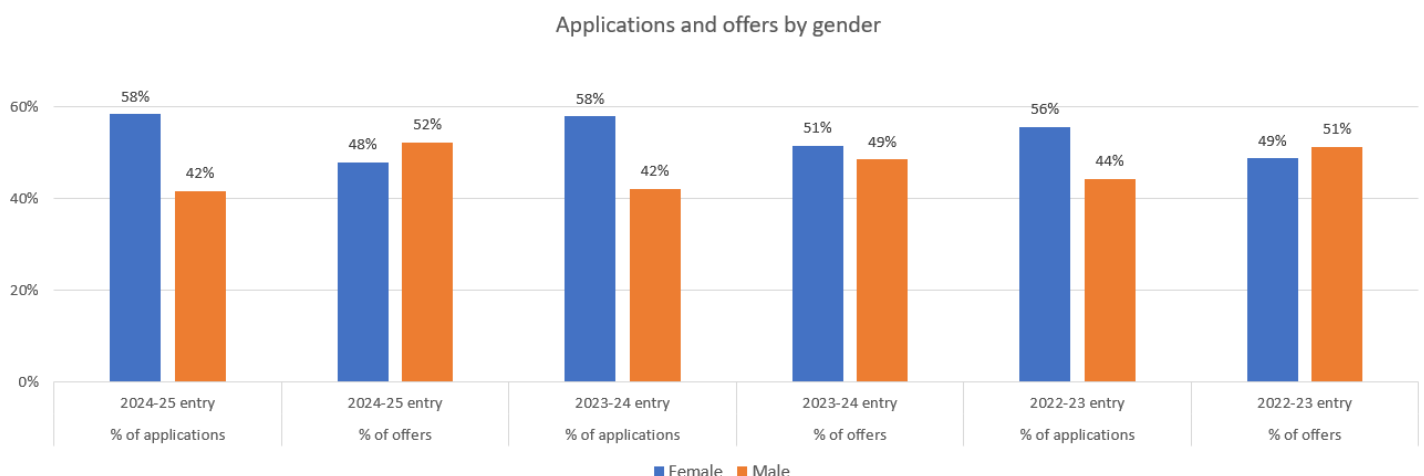


TABLE 1

Applications and offers by impairment, health condition or learning difference

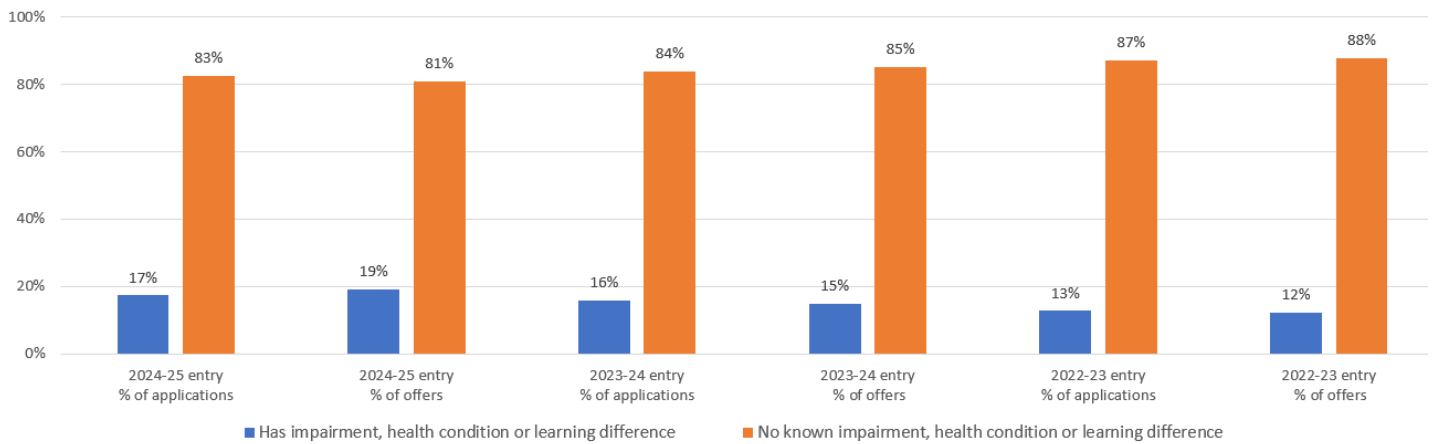


Table 2

Applications and offers by ethnic diversity

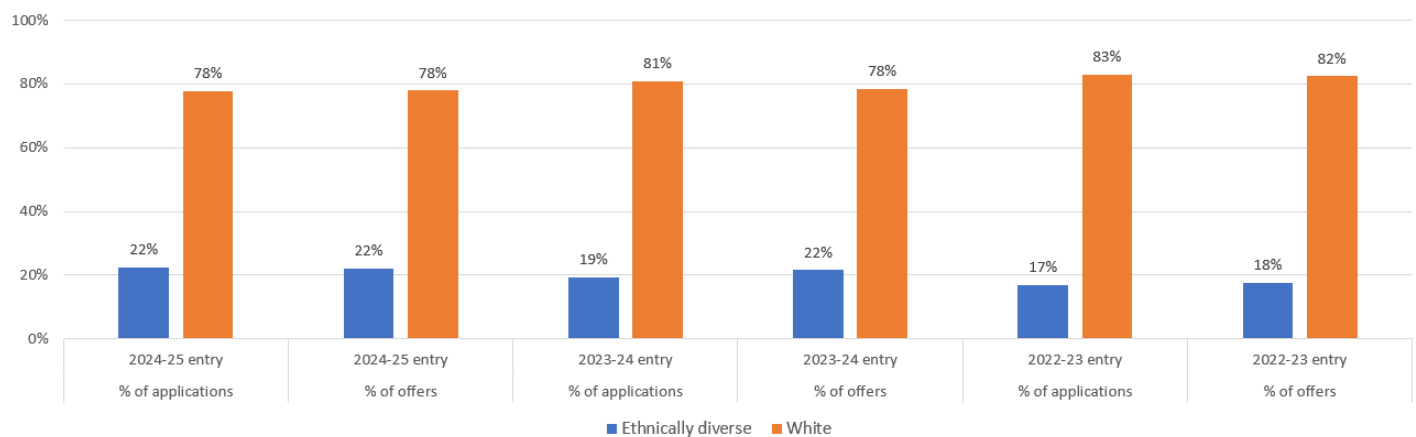


TABLE 3

The tables in this section demonstrate that we are still seeing fluctuations in progress in applicants from and offers made to more diverse groups of people, while we are seeing a small linear increase in applicants from and offers made to people with an impairment, health condition or learning difference. There is more work for us to do towards our targets, and the long-term challenge remains for the Academy to contribute as far as possible to an increase in the pool of applicants from under-represented groups. This is being addressed via the targets and activities set out in our Access and Participation Plan and developments, initiatives and activities outlined in the Activities and Updates Since the Last Report 1.1 through 1.6.

STUDENT EQUALITY DATA AND INFORMATION

1.10 AGE

Undergraduate students can be divided into two categories according to HESA definitions: young (under 21), or mature (over 21) according to their age at their start date.

The most common age to start an undergraduate programme at the Academy is 18. For safeguarding good practice reasons, our Admissions Policy states that normally, students who join us in September of each year must be over 18 in order to have the opportunity and ability to fully participate in all areas of student and conservatoire life.

In line with sector norms, the majority of Academy students are aged 24 or below and the Academy's overall student age profile remains stable (Figures 1). The postgraduate age data (Figure 3) shows that the majority are at the younger end of the scale, with 65% in the 21-24 years bracket. This remains in line with the previous year.

RAM age profile 2024-25: all levels

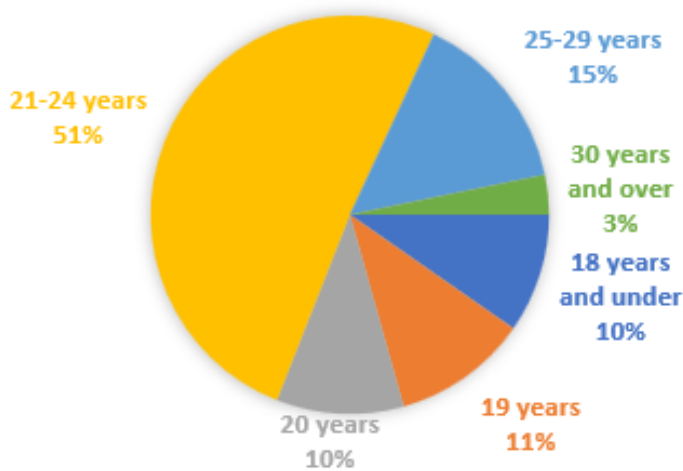


FIGURE 1

RAM age profile 2024-25: undergraduates

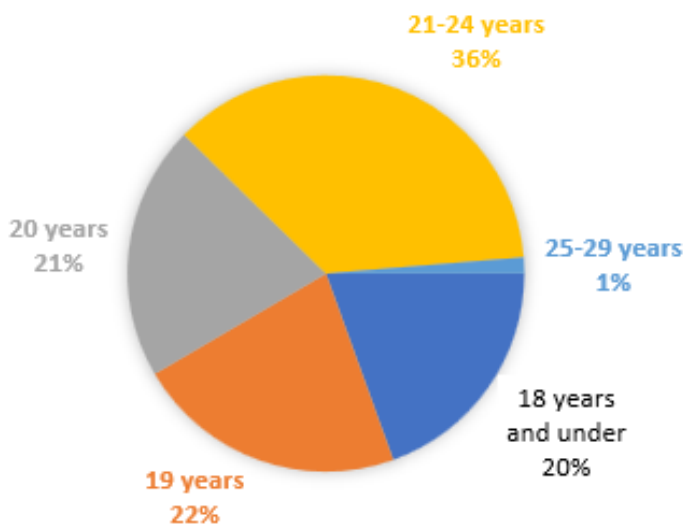


FIGURE 2

RAM age profile 2024-25 postgraduates

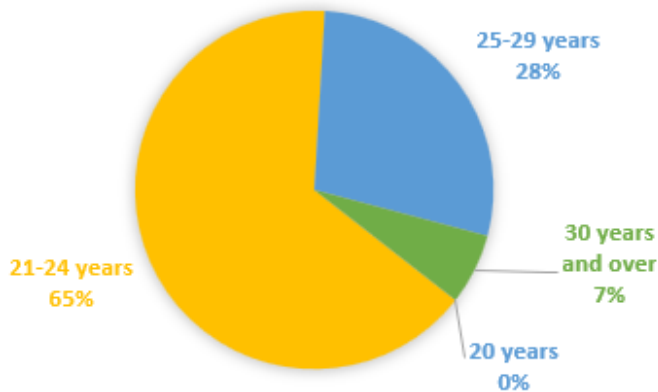


FIGURE 3

1.11 DISABILITY

In 2024/25, HESA data shows 19% (16% in the previous year) of all students declared a disability (Figure 5). This is made up of 19% (19% in the previous year) in the undergraduate population and 18% (14% in the previous year) in the postgraduate population. This is below the conservatoire sector average of 26% (only 23/24 data is currently available) which has risen quite significantly in recent years compared with the Academy (Figure 9).

The majority of disability declarations at the Academy are those under the learning-related category. The Academy provides Personal Learning Plans (PLPs) to support students through their studies, and with assessments through the provision of a specific plan arranged in partnership with the Disability Advisor.

RAM student impairments, health conditions and learning differences 2024-25 all

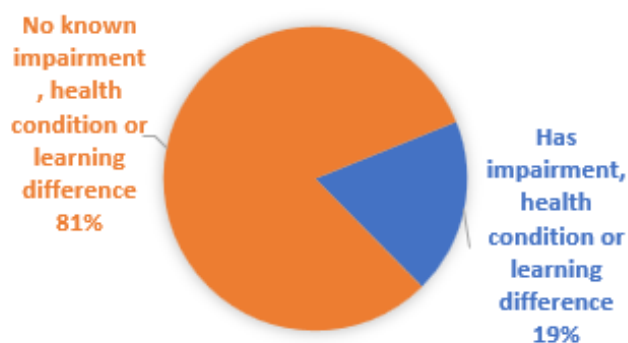


FIGURE 4

RAM student impairments, health conditions and learning differences 2024-25: undergraduates

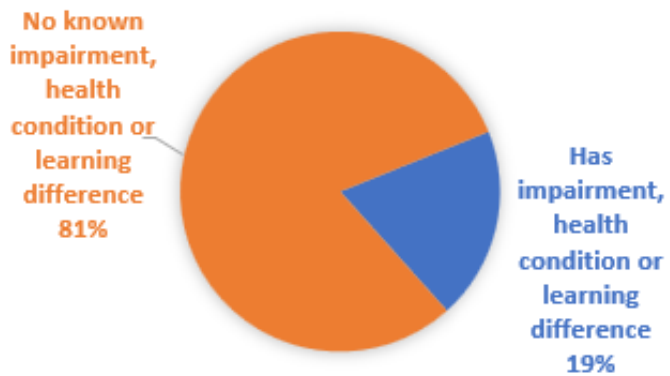


FIGURE 5

RAM student impairments, health conditions and learning differences 2024-25: postgraduates



FIGURE 6

DISABILITY COMPARISON OVER THREE YEARS:

Status	2022/23	2023/24	2024/25
Known to have a disability (RAM)	17.2%	16.5%	19%
Known to have a disability (UK Conservatoires)	24.3%	26.3%	N/A

1.12 ETHNICITY

In 2024/25, the Academy's population from ethnically diverse groups was 18%, (Figure 7) which has risen by 1% compared to the previous year. The conservatoire average for 2023/2024 was 13%, data for 2024/2025 is not currently available. The three-year comparison table shows that things are continuing to move in the right direction from previous years. The undergraduate population from ethnically diverse groups was 17%, a rise of 2% from the previous year, which is encouraging for our access and participation targets. The percentage of unknown/not available data has also been reduced over the last three cycles.

RAM student ethnic diversity 2024-25: all

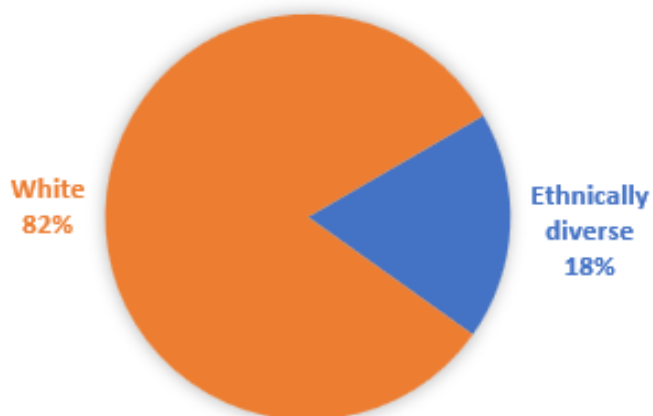


FIGURE 7

RAM student ethnic diversity 2024-25:
undergraduates

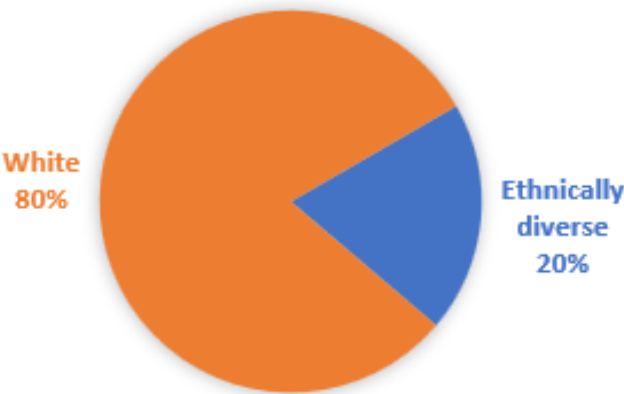


FIGURE 8

RAM student ethnic diversity 2024-25:
postgraduates

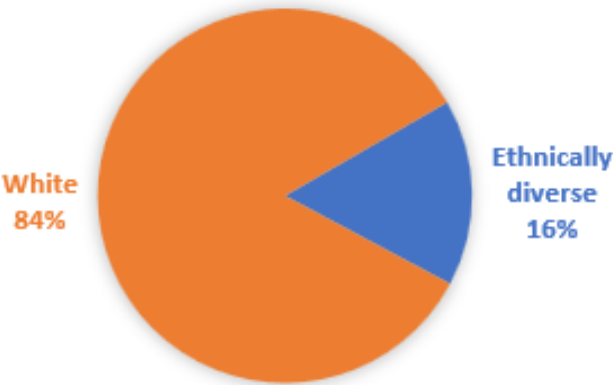


FIGURE 9

ETHNICITY COMPARISON OVER THREE YEARS: HESA IDENTIFIERS

Status	2022/23	2023/24	2024/25
Asian	3.8%	5.3%	6.6%
Black	2.6%	1.3%	0.0%
Mixed	7.7%	9.2%	9.2%
Other	1.3%	0%	1.3%
White	84.6%	84.2%	82.9%

1.13 GENDER

In 2024/25, the student population remained at a fairly an even split of 51:49 female to male students. Despite anticipating in the previous year's report that HESA would begin classifying gender more widely, this has not yet been demonstrated through data releases.

RAM student gender profile 2024-25: all



FIGURE 10

1.14 STUDENT ATTAINMENT DATA

The following charts set out the percentage of students achieving 'good degrees' (first- or second-class honours) according to disability, ethnicity, and gender. The data below supports our narrative that once students have been admitted to the Academy, there are minimal attainment gaps between students from under-represented groups and the rest of the student population.

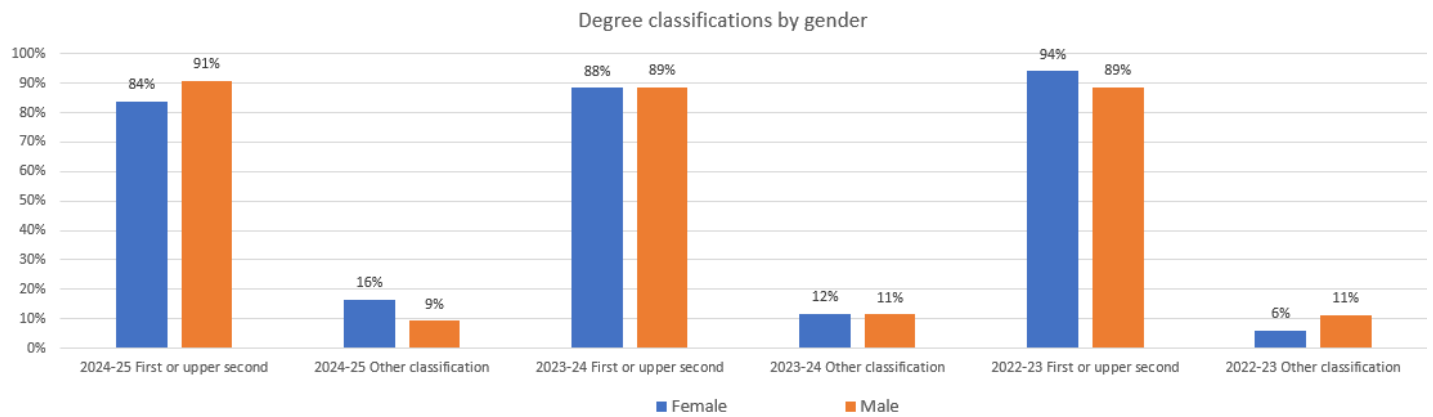


FIGURE 11 – ADD KEY

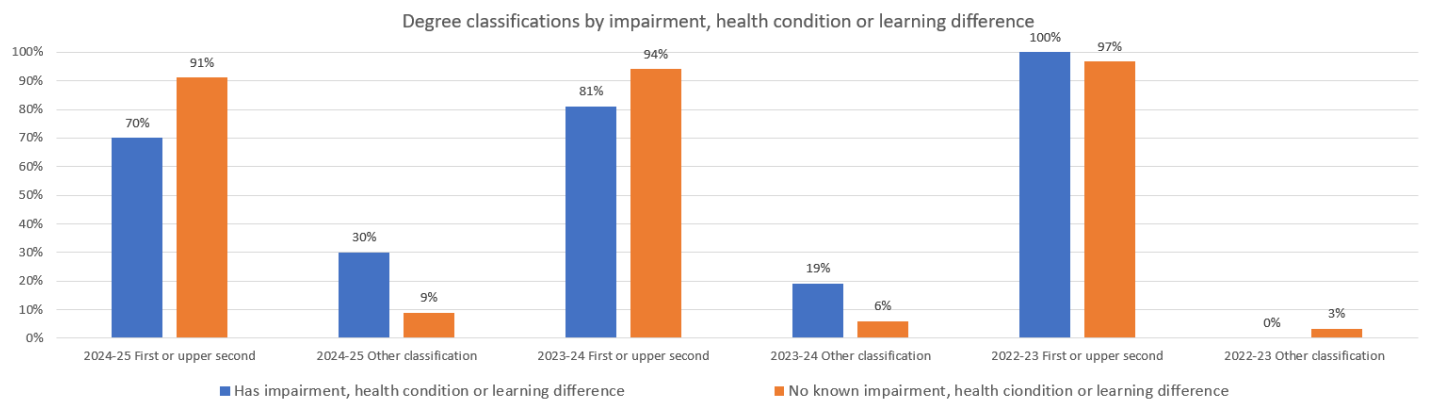


FIGURE 12

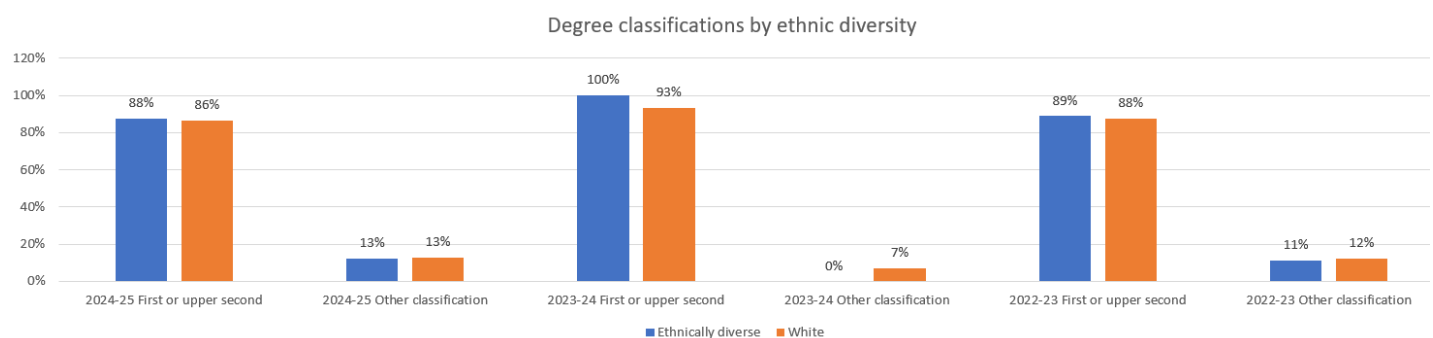
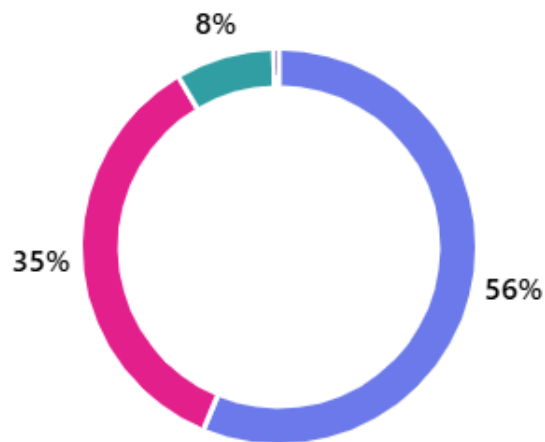


FIGURE 13

1.15 STUDENT SURVEY – BELONGING RESULTS

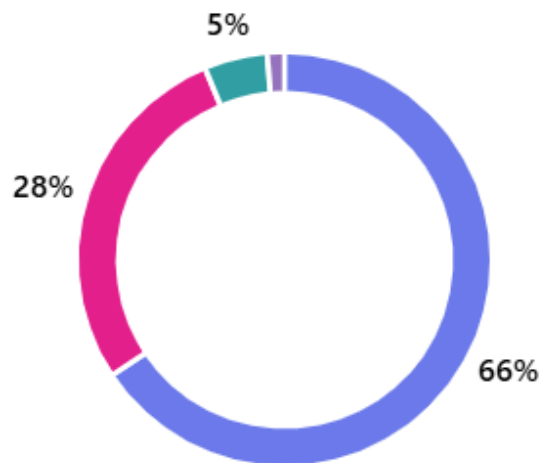
I feel I belong at the Academy

Very much	126
Somewhat	79
Very little	18
Not at all	1



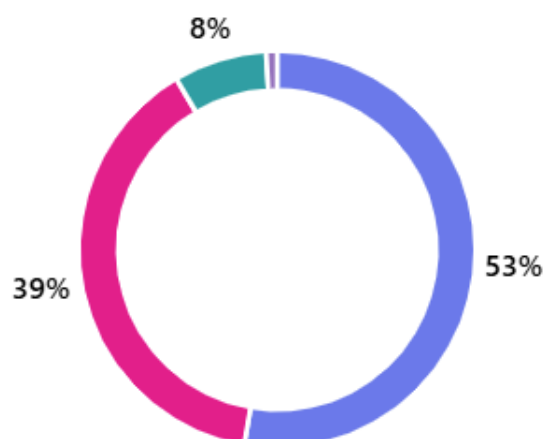
The Academy makes me feel safe

Very much	147
Somewhat	63
Very little	11
Not at all	3

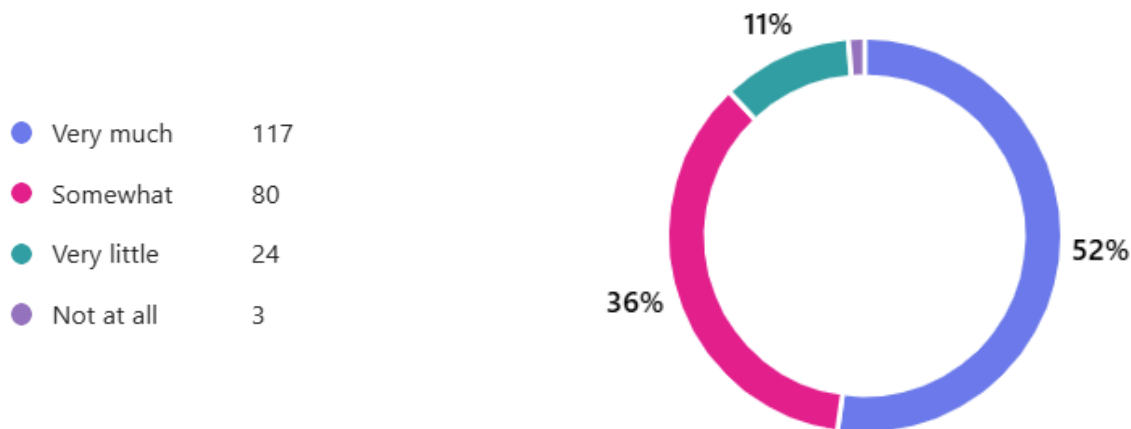


The Academy recognises and values differences

Very much	118
Somewhat	87
Very little	17
Not at all	2



The Academy is a diverse space



Overall, 91% of students felt they belong very much or somewhat in the Academy community, and 94% feel very or somewhat safe. 92% feel the Academy very much or somewhat values difference.

Some comments on diversity are interesting: overall there is a strong feeling that the Academy is a diverse community, but some point out that a smaller number of schools “feed into” our community than is ideal. This is something we are working on especially in our Widening Participation and Junior Academy activities and, though it is a challenging project given the lack of support for pre-18 music education in the UK, it is something we continue to work towards.

STAFF EQUALITY DATA AND INFORMATION

The following information provides an overall diversity profile of our staff and includes recruitment monitoring data in each case. This data informs the setting of our equality objectives as part of our Equality, Diversity, and Inclusion Action Plan.

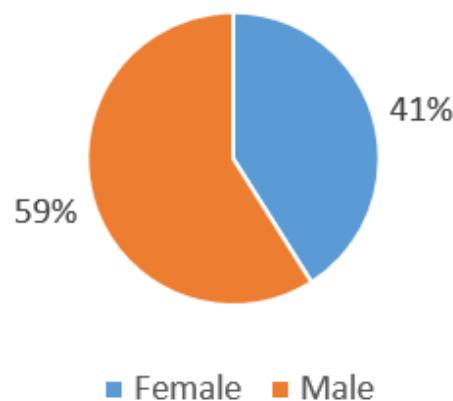
We began collecting data for sexual orientation and religion or belief in 2010 and hold data for 90% of staff.

In line with the Equality Act 2010, the below data is broken down according to Age, Ethnicity, Gender, Disability, Religion or Belief and Sexual Orientation. The following data shows the breakdown of 556 staff, as a percentage.

1.16 GENDER

The overall Academy gender profile has remained relatively unchanged over the past seven years. A comparatively low turnover of professorial (teaching) staff has led to a slower than anticipated increase in the number of female staff across the institution; however, female staff are strongly represented in managerial, Head of Department and Senior Management roles.

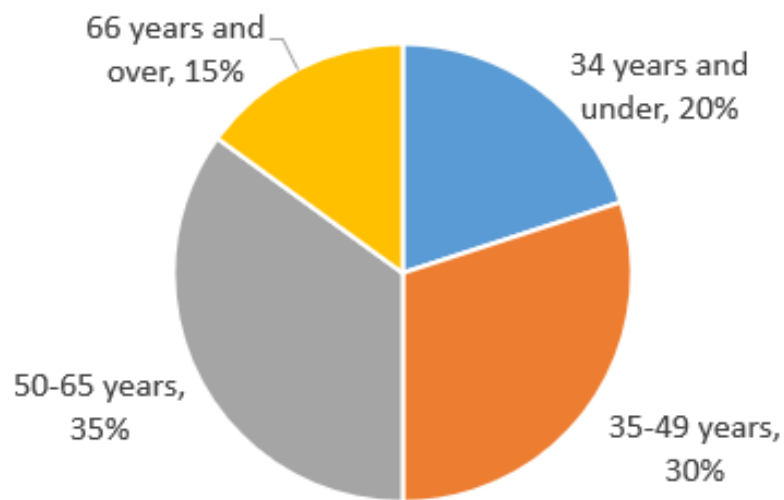
RAM: gender profile 2024/25



1.17 AGE

The Academy continues to be an age-diverse employer of the conservatoire sector in the 50-65 years and 66 years and over categories, with a member of staff turning 100 this year. There has been little change since 2016/17.

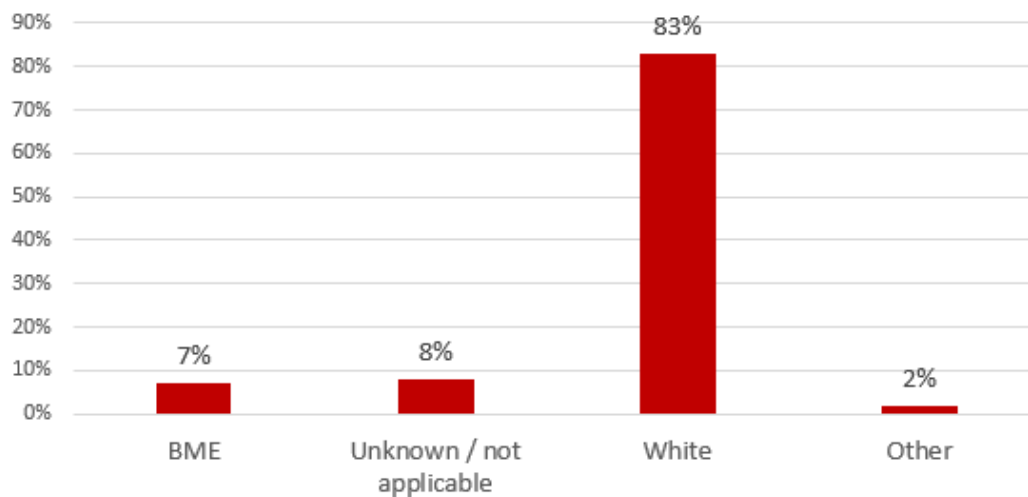
RAM: staff age profile 2024/25



1.18 ETHNICITY

The number of colleagues from other ethnic groups had remained consistent for many years. There is however still a long way to go in improving these figures and the DEIB Committee will focus on this during the 2025/26 cycle.

RAM: ethnicity 2024/25



1.19 DISABILITY

Disability breakdown	
Declared disabled	6%
Not known to be disabled	94%
Total	100%

1.20 SEXUALITY

Breakdown of staff sexuality profile	
Heterosexual/straight	57%
Gay/lesbian	6%
Bisexual	3.5%
Prefer not to say	26.5%
Other	1%
Unknown (data unavailable)	6%

1.21 RELIGION OR BELIEF

Breakdown of staff religion or belief	
Christian	25%
Other (including Buddhist, Hindu, Jewish, Muslim, Sikh)	4%
No religion	37%
Spiritual	1%
Prefer not to say	26%
Unknown (data unavailable)	7%

1.22 STAFF RECRUITMENT MONITORING

The following tables show the total number of applications received in respect of each protected characteristic and the respective percentage breakdowns for the total number of people shortlisted for interview and offered a position. 52 vacancies were advertised during the academic year 2024/25 of which a total of 1800 applications were received, and 209 candidates interviewed. As a Disability Confident employer, all applicants who met all the essential criteria and who also declared a disability were interviewed. Out of 52 roles, five were filled with the assistance of external agencies, four were internal moves or promotion, three roles were not filled and one was a work placement, therefore the total offers number used for the report is 39 based on the data on offers made to direct and new applicants via iTrent.

Recruitment disability monitoring				
Disability breakdown	Total number of applications	% all applicants	% interviewed	% offer made
Declared disabled	214	12	18	10
Not known to be disabled	1586	88	82	90
TOTAL %	1800	100%	100%	100%

Recruitment gender monitoring				
Gender breakdown	Total number of applications	% All applicants	% interviewed	% offer made
Male	667	37	44	41
Female	1063	59	53	56
Not Provided	70	4	3	3
TOTAL %	1800	100%	100%	100%

Recruitment ethnicity monitoring				
Ethnicity breakdown	Total number of applications	% All applicants	% interviewed	% offer made
White	1062	59	68	69
Ethnically diverse	607	34	26	23
Not provided	131	7	6	8
TOTAL %	1800	100%	100%	100%

Recruitment Age Monitoring				
Age (as at 01/07/2024)	Total number of applications	% All applicants	% interviewed	% offer made
Under 34	1217	68	59	64
35-49	328	18	19	18
Over 50	158	9	14	18
Not provided	97	5	8	0
TOTAL %	1800	100%	100%	100%

Recruitment religion or belief monitoring				
Religion or belief breakdown	Total number of applications	% All applicants	% interviewed	% offer made
Christian	418	23	25	28
Other (inc Buddhist, Hindu, Jewish, Muslim, Sikh)	198	11	10	5
Spiritual	76	4	3	3
No religion	783	44	46	54
Prefer not to say	207	12	10	8
Not provided	118	6	6	2
TOTAL %	1800	100%	100%	100%

Sexuality monitoring				
Sexual orientation monitoring	Total number of applications	% all applicants	% interviewed	% offer made
Heterosexual/straight	1094	61	62	69
Gay/lesbian	125	7	6	3
Bisexual	258	14	14	8
Prefer not to say	210	12	11	18
Other	39	2	2	0
Unknown (data unavailable)	74	4	5	2
TOTAL %	1800	100%	100%	100%

APPENDIX 1 JUNIOR ACADEMY REPORT



Junior Academy

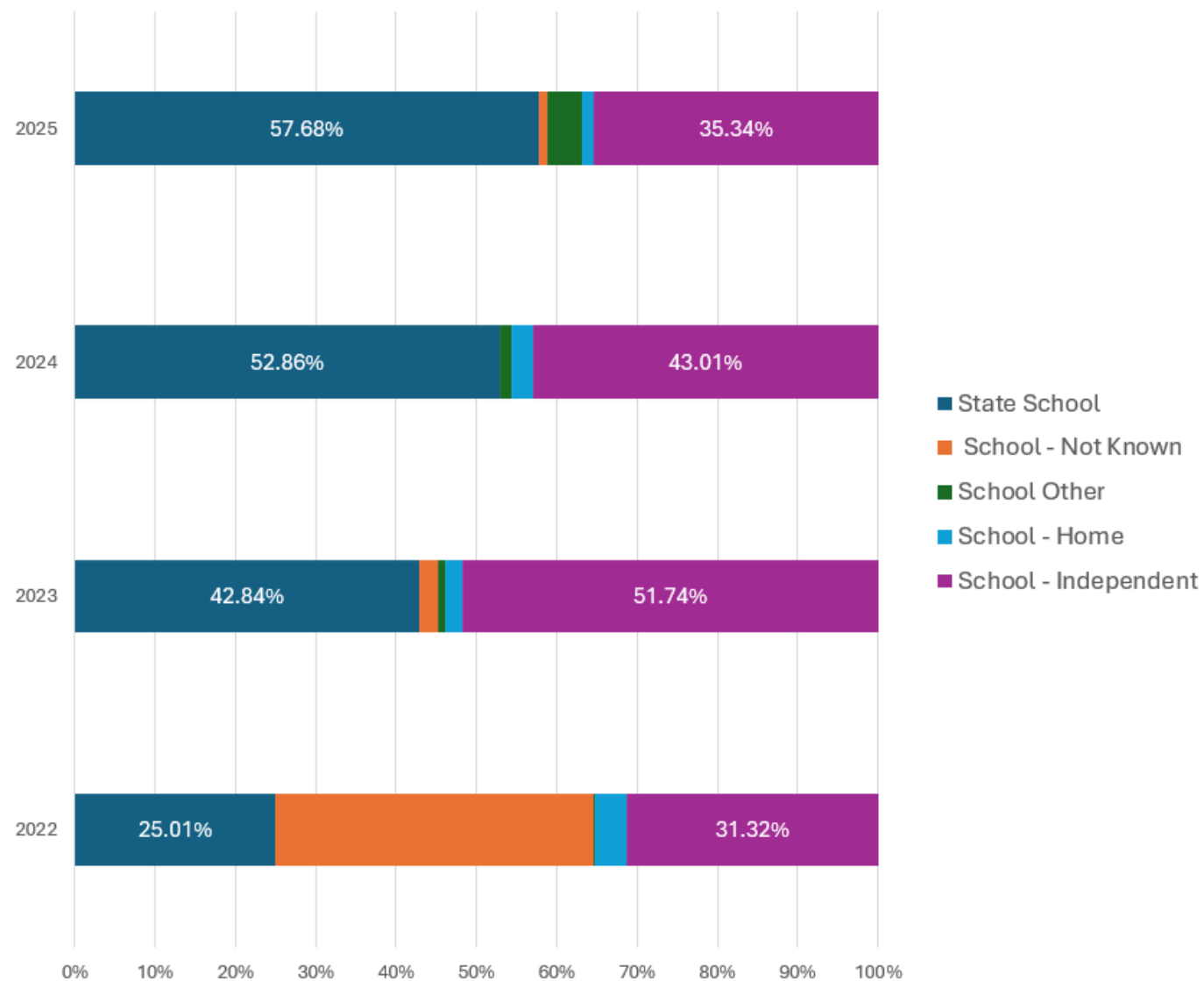
Access and Participation

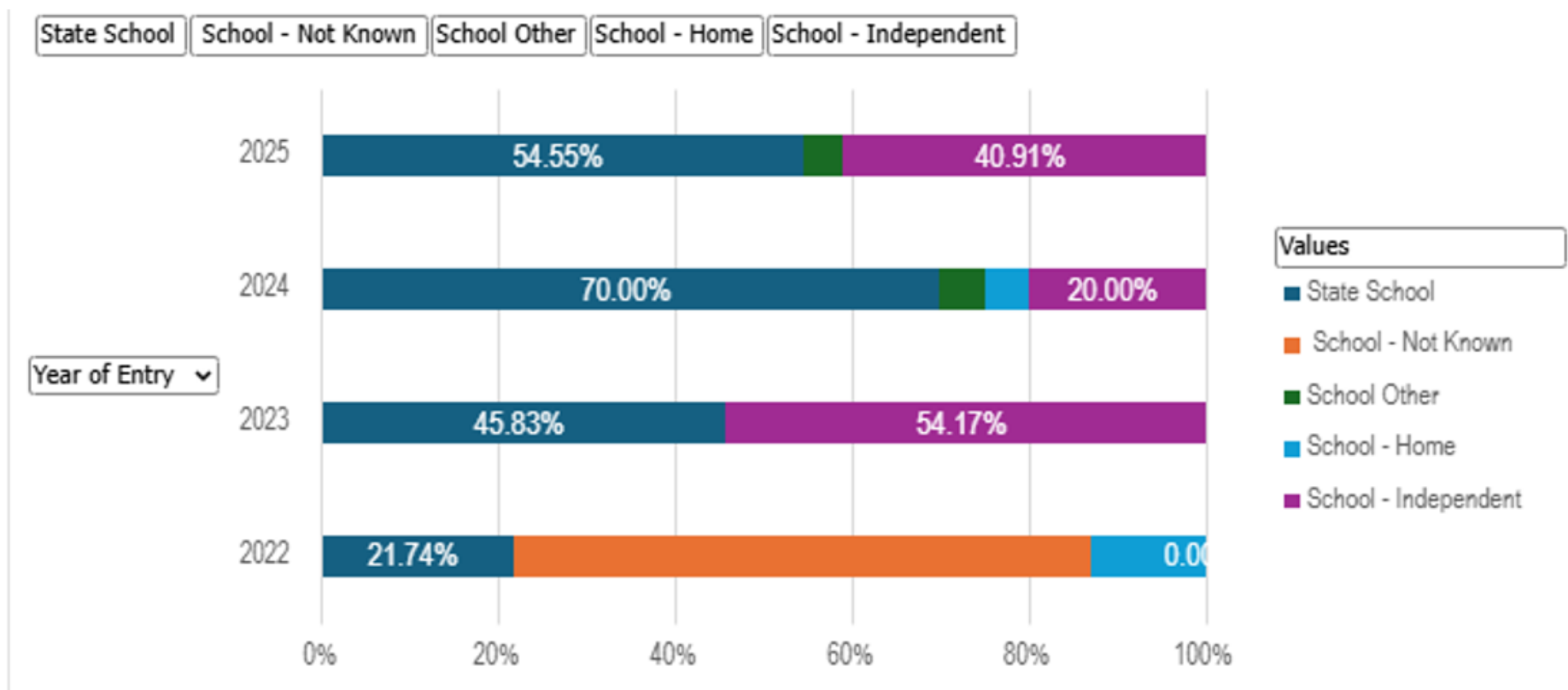
Junior Academy Department

Course	Total Students	New Students
Junior Academy	215	57
Primary Academy	35	14
Junior Jazz	42	22
Junior Musical Theatre	60	13
First Strings Experience 1-3	80	32
First Strings Experience 4-5	34	5
First Guitar Experience	20	0
Musical Theatre Mentees	15	10
Kickstart	5	5
Total	506	158

All courses – New
Students – Schooling

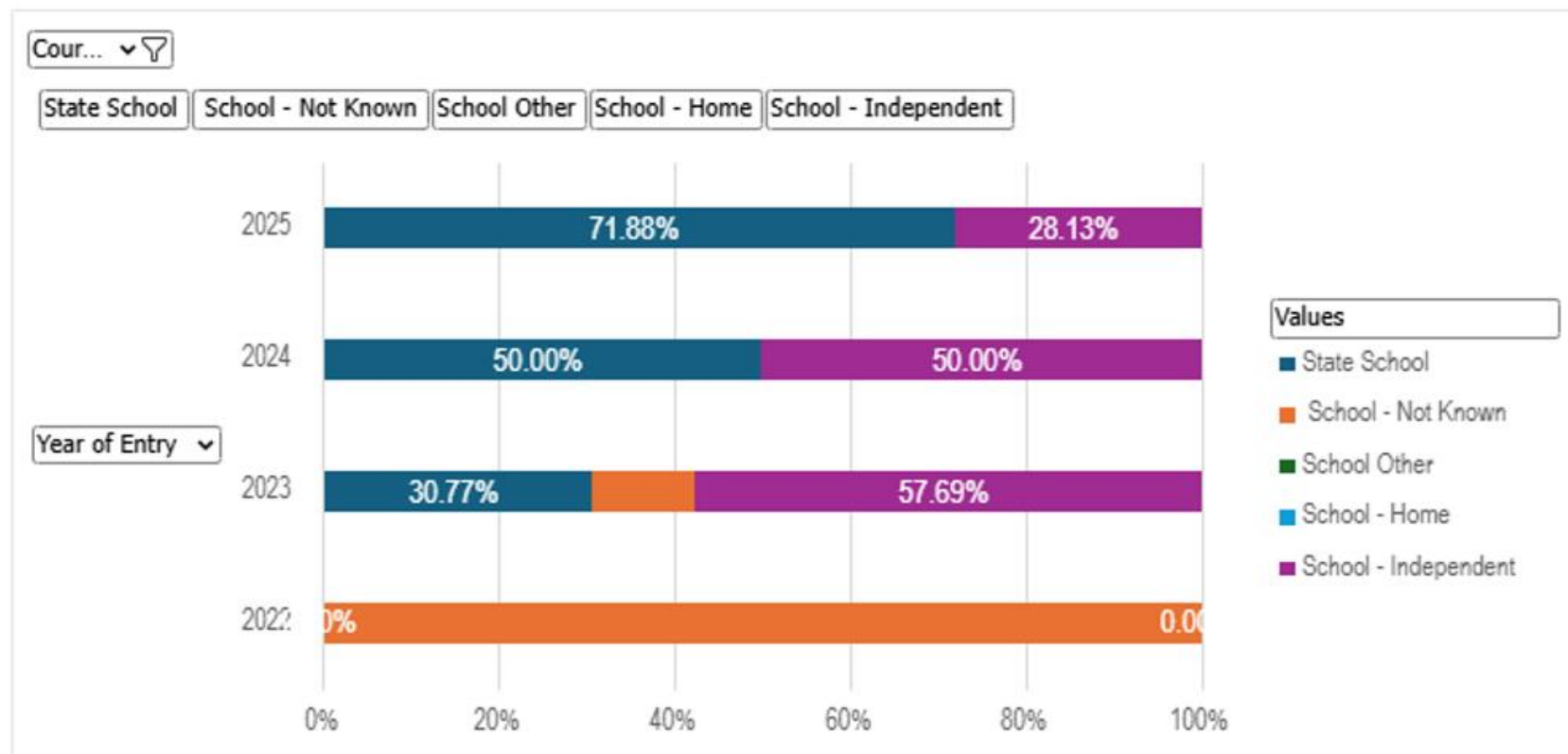
Junior Academy

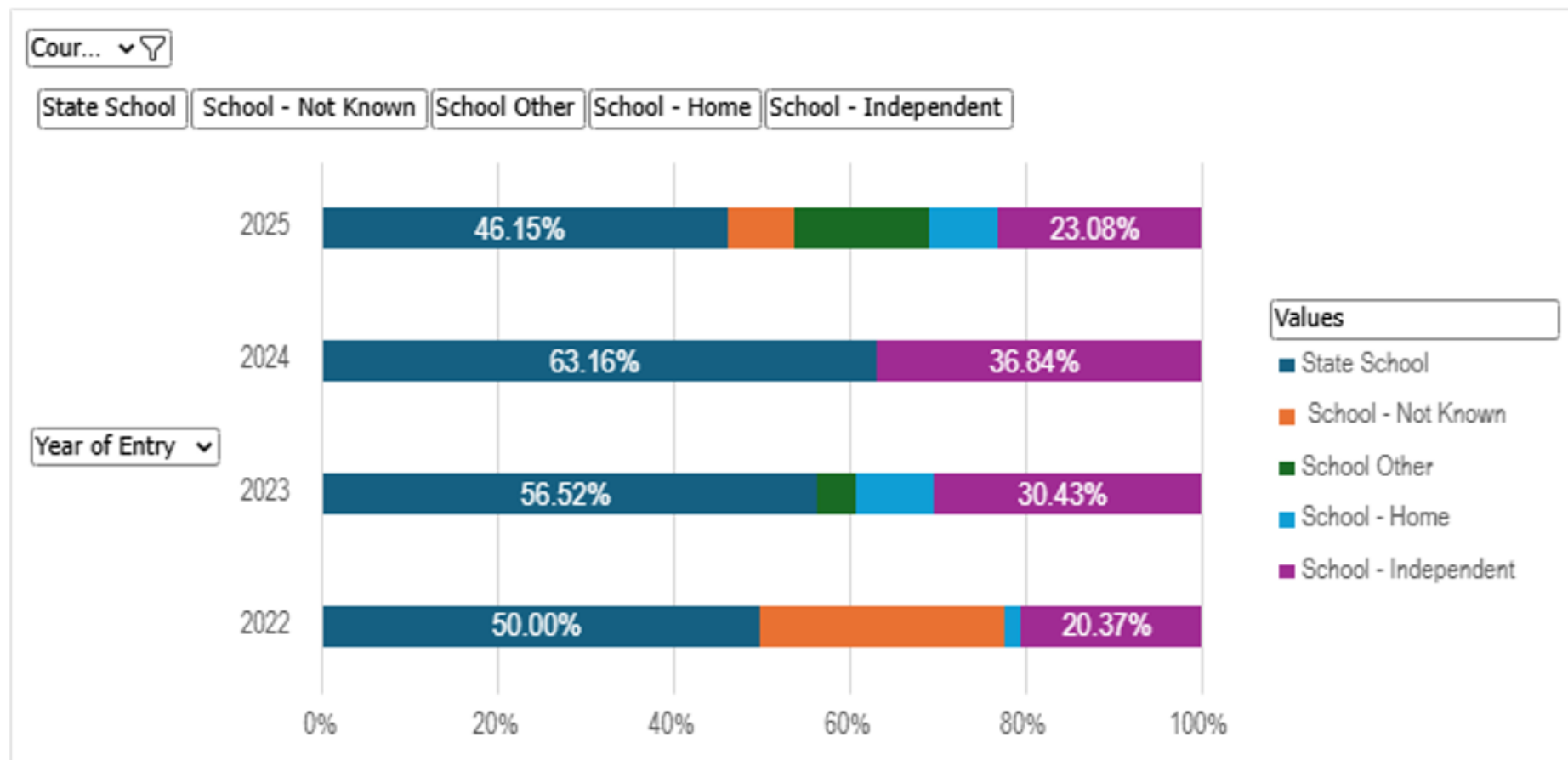




Junior Jazz

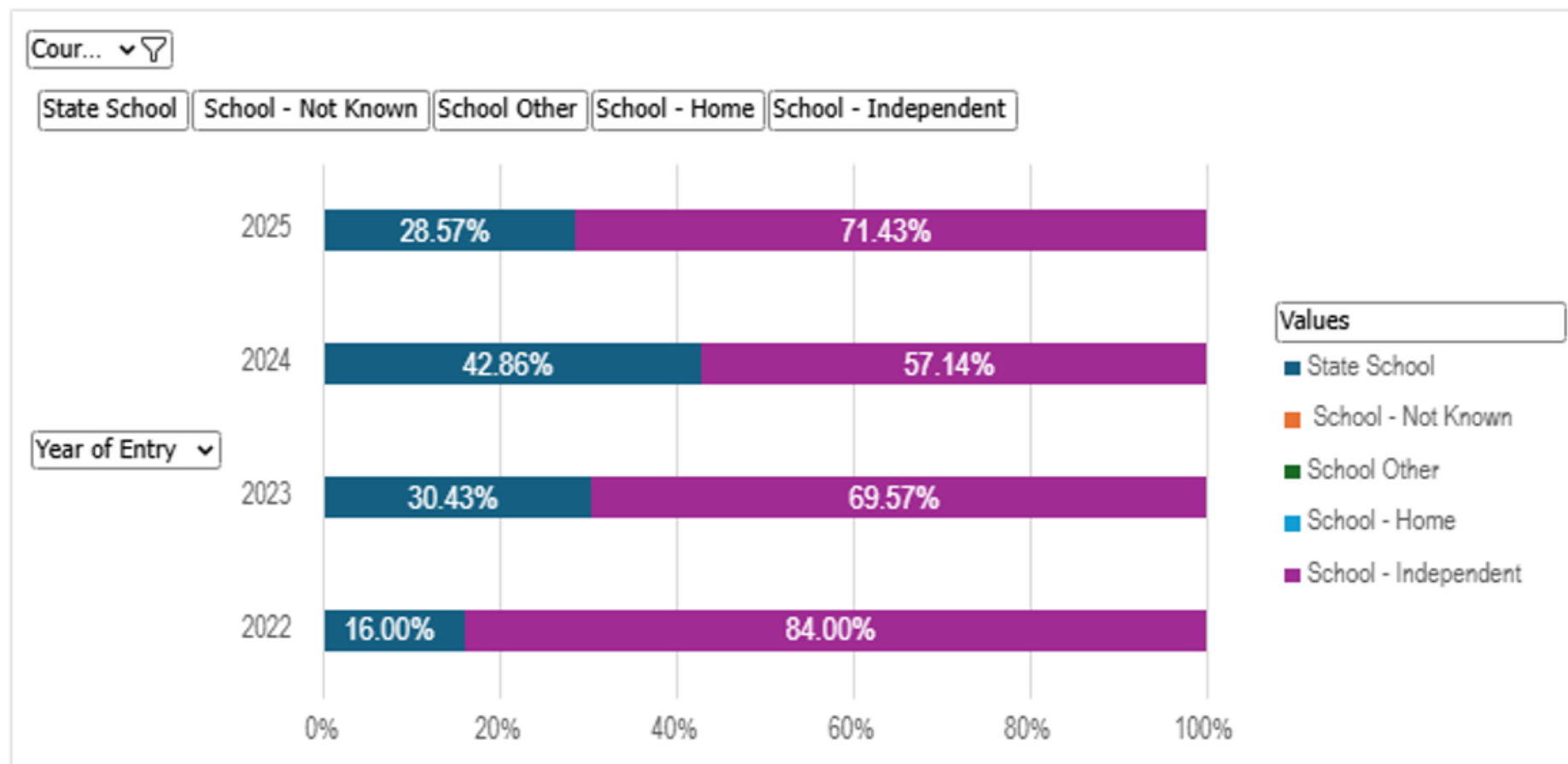
New Students – Schools





Junior Musical Theatre

New Students – Schools

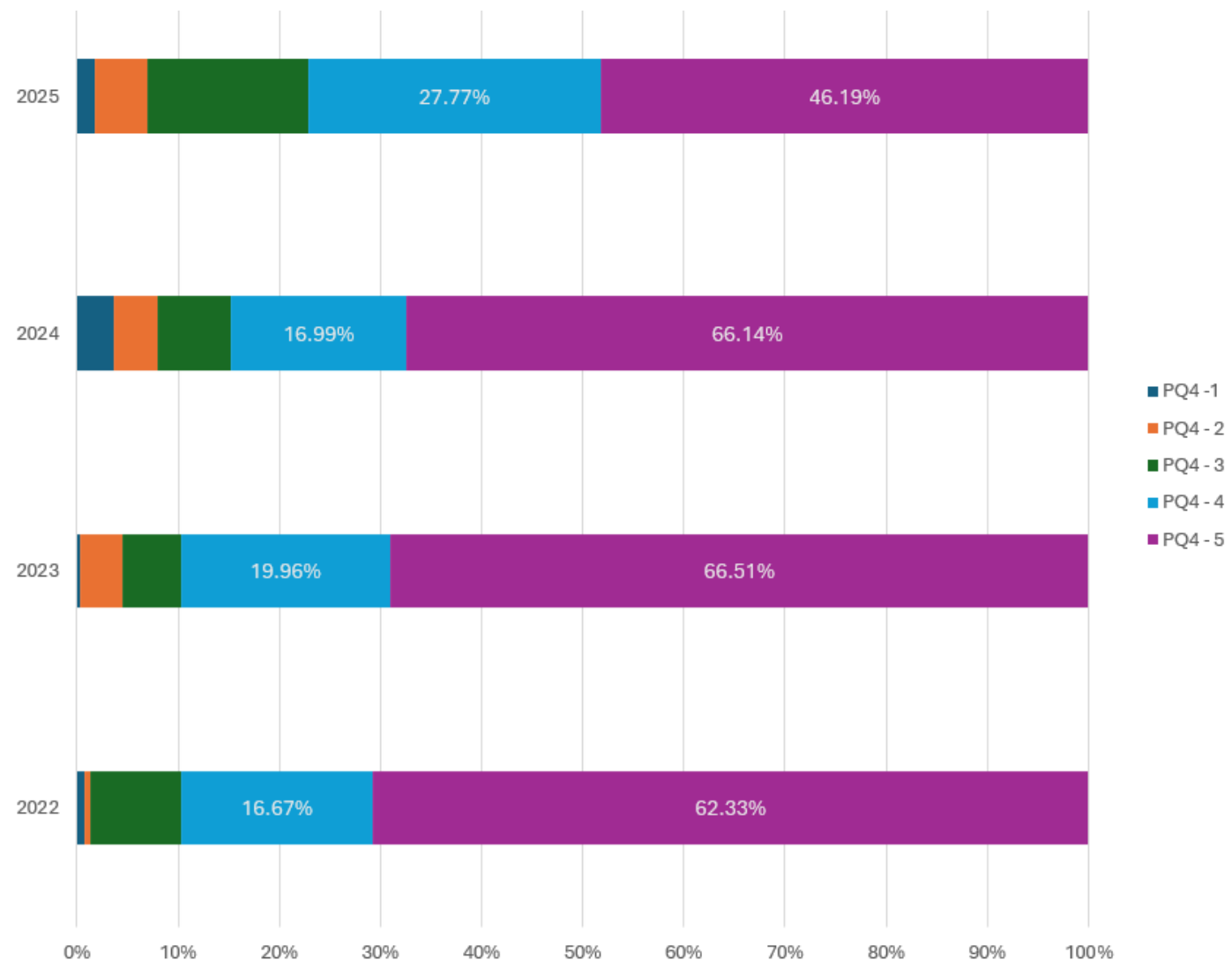


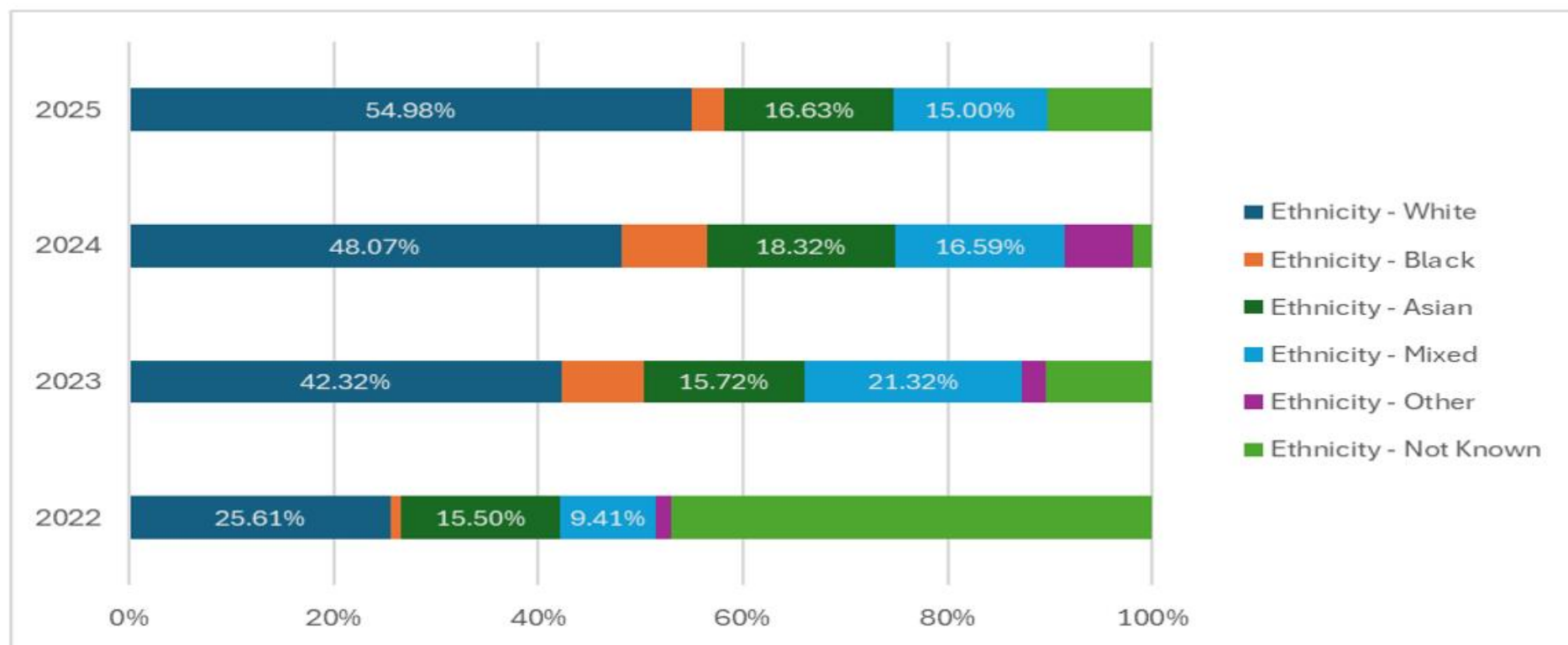
Primary Academy

New Students – Schools

All courses – New
Students – PQ4

Junior Academy Department

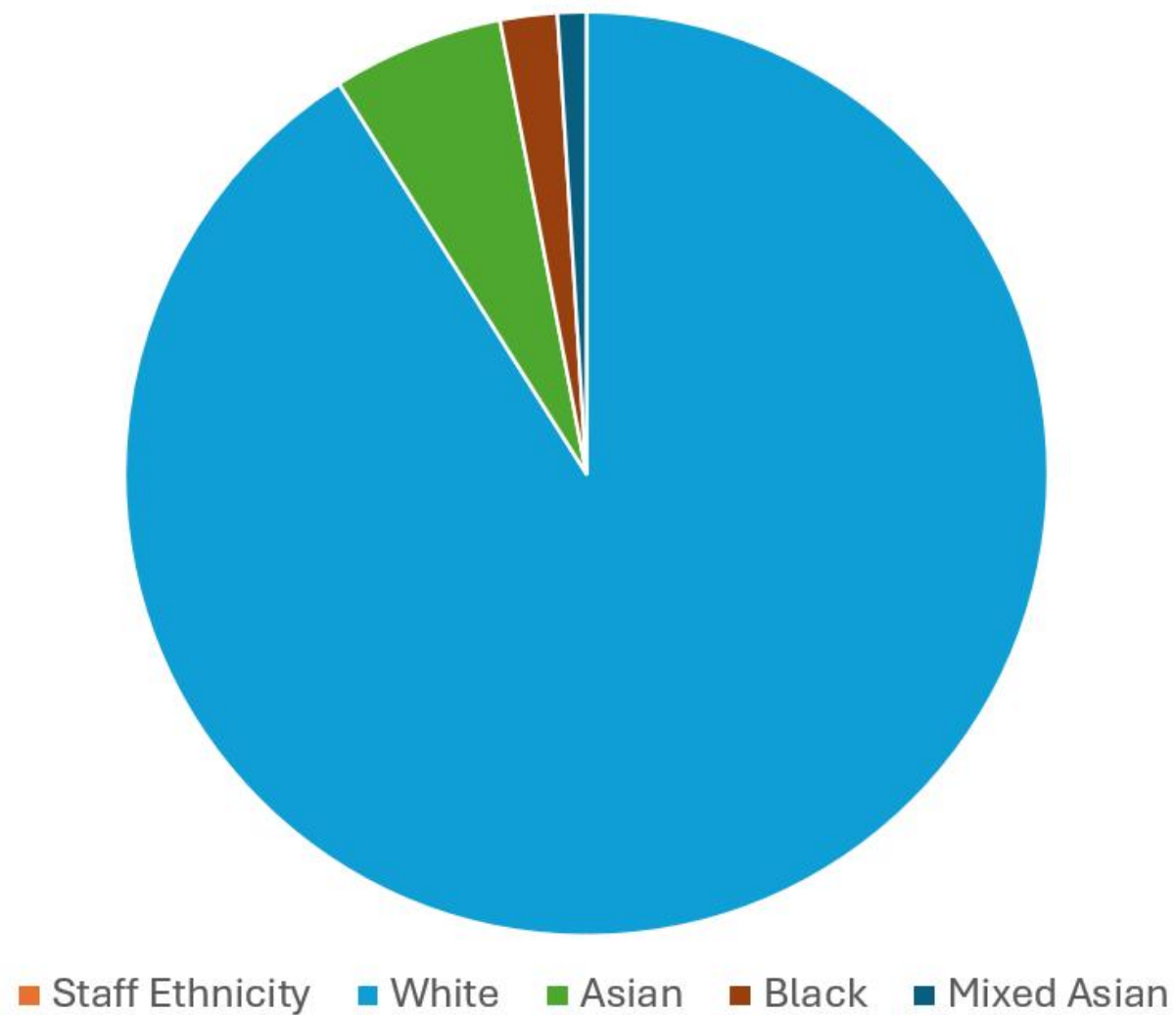




Junior Academy Department Ethnicity

All courses – New Students –

Junior Academy Staff Ethnicity



Junior Academy Staff Gender

