New Collaborative Learning Trust Equality Objectives

Review of previous Equality Objectives

Equality Objective	Date Set	Specific Action Required	Lead	Outcome
To improve outcomes for Free School Meals students on A Level courses by minimising the progress gap between FSM and non FSM students.	September 2025	Teacher and PTs to be aware of these students when looking at intervention and support. Frequent QA of progress of this key group Targeted intervention- VESPA sessions	RJ	Although a small gap remains, FSM students maintained positive progress. Several targeted interventions (VESPA, subject workshops, 1:1 pastoral support) and regular monitoring of this student subgroup. In year assessment data tracked FSM student as achieving in line with non-FSM meal students until their external assessments. Wider college data shows strong performance from FSM students in vocational pathways. In both Applied General and Tech Level qualifications, FSM students achieved stronger progress outcomes than their non-FSM peers. These results demonstrate that FSM students are making strong progress in vocational programmes and provide positive evidence of the college's wider efforts to support disadvantaged learners.
To reduce the gap in attainment between White British Students and students of Ethnic Minorities.	September 2025	Teacher and PTs to be aware of these students when looking at intervention and support. Frequent QA of progress of this key group	RJ	Attainment data indicates mixed progress against this objective across different qualification types. For A Levels, the attainment gap reversed, with students from Ethnic Minority backgrounds demonstrating stronger progress relative to expectations than their White British peers. In Applied General qualifications, attainment remained higher for students from Ethnic Minority backgrounds, representing a continued positive position for these learners. For Tech Level qualifications, outcomes were more variable. However, students from Ethnic Minority backgrounds showed notable

				improvements in progress, while outcomes for White British students were less strong. Although the Ethnic Minority cohort was relatively small, the data suggests a significant improvement in progress for these learners. Overall, the data demonstrates that attainment and progress for students from Ethnic Minority backgrounds improved across all qualification types in 2026, and in some areas, attainment exceeding that of White British students.
An increase in the students leading on and participating in Equality and Diversity Events through the year.	September 2025	Student voice sought on the planning of different E&D events. Students given ownership of range of different actions throughout the year. Activities driven by student voice. Citizen Coin initiative working alongside student led E&D events to reward students for taking part.	RJ	Student participation and leadership in Equality and Diversity activities increased significantly throughout the year. Students played a leading role in a range of awareness events, including Black History Month, Culture Week, Ramadan/Iftar, World Hijab Day, and Pride Month. Highlights included a student-produced Black History Month video, a Culture Week programme featuring quizzes, food stalls and cultural activities, and a student-led World Hijab Day awareness campaign. Student-led fundraising activities also had a positive impact, raising over £500 for Save the Children through the Christmas Jumper Appeal and £120 for Mermaids during Pride Month. Around 30 students attended the Iftar event, which was introduced in response to student feedback and interest. Engagement increased both in the number and diversity of students involved, with planning and delivery extending beyond the Student Executive to wider student groups. This demonstrated growing student ownership of Equality and Diversity initiatives and a strong commitment to promoting inclusion across the college community. The introduction of the Citizen Coin scheme further recognised student contributions to Equality and Diversity activities, although engagement in the rewards from Year 13 students was limited due as Citizen Coin was only launched with Year 12 students.