

New Collaborative Learning Trust Equality Objectives

New Collaborative Learning Trust (NCLT) is committed to Equality, Diversity and Inclusion and in accordance with our duties under The Equality Act are pleased to publish our objectives in respect of the Public Sector Equality Duty (PSED).

The Equality Act (PSED) General Duties are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance Equality of Opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Each site within our Trust sets their own equality objectives annually following a standard Trust format below. Milestones are discussed and reported at least annually by the designated senior leader at each setting, involving the Equality and Diversity Committee.

NEW COLLEGE BRADFORD – Last Updated – September 2026

Equality Objective	Specific Action Required	Lead	Planned Outcome	Timescale	Milestones
Improve the progress of high prior achievers (>6.9) at A-level	• Raising of aspirations through the Excel@NCB programme for students with >6.9 average GCSE score • Ensure relevant subject areas have identified clear intervention activities on their QUIP for high prior achievers • Whole-college CPD to develop stretch and challenge strategies to push high prior achievers • Consistent and frequent monitoring of high prior achievers after each DC point at P&O meetings, Senior Link meetings, and SLT meetings	SLT	No performance gap between low and high prior achievers (6.9+ GCSE Score), with both groups achieving a value-added score of +0.10	1 Year	• Data collection points • Progression exams • Mock Exams • 2026 Summer: L3VA -0.09 • 2026 Summer: HG 56%

	• Newly appointed disadvantaged lead to identify a cohort of disadvantaged students with high prior achievement • Interventions put in place for under-performing students with high prior achievement • Monitoring of the effectiveness of interventions put in place to support high prior achievers • Teaching staff to highlight on their seating plans high prior achievers and raise their expectations of these students as well as the use of targeted stretch and challenge questioning • An element of choice introduced into DIL activities to stretch and challenge the most able students				
Improve the progress of students from disadvantaged backgrounds	Teaching for Learning • Identification of students • Increase participation and engagement of students • Strategic questioning • Diagnostic assessments to highlight gaps in knowledge Appointment of a disadvantaged student lead • Champion inclusion at every level in college • In-depth and frequent monitoring • Increases support and interventions • Strategies to overcome barriers to learning • Targeted small-group tuition Student mindset • Y12 Induction Days • Folders, paper and other stationery given out to all students • Implementation intention planning	SLT	Positive progress scores of disadvantaged students and in line with non-disadvantaged students	1 year	• Data collection points • Progression exams • Mock Exams. • 2026 Summer: L3VA +0.32

	• Development of GREAT student characteristics • Next Steps team to target disadvantaged students to ensure engagement in progression activities Behaviour and attitudes • Incentives for good attendance • Engagement with parents				
Increase the numbers of students applying for medical, veterinary and dental courses from disadvantaged backgrounds	• Appoint a new person responsible for leading a student Med/Vet/Den group • Identify a cohort of high prior achievers from disadvantaged backgrounds to work with as part of the Med/Vet/Den group • Market the Med/Vet/Den group at admissions interviews, enrolment and the enrichment fair • Weekly news post on SharePoint signposting students to relevant opportunities and information • Half termly meetings with students wishing to apply for these competitive courses • Programme of speakers, visits and activities to raise the aspirations of this cohort of students • Support for admissions exams and UCAS early entry	RS JR	Increased numbers applying for and successfully enrolling on a university medical, dentistry or veterinary course.	1 Year	• Numbers in the Med/Vet/Den group • Numbers engaging with the opportunities provided • Numbers starting an application • Numbers actually applying • Summer 2026: 11 applied with 6 from disadvantaged backgrounds
Ensure every student is actively engaged in the learning process in lessons.	Ensuring every student: • Has the prior knowledge and literacy skills required to access the learning in a lesson • Is participating, thinking, practising, and demonstrating their understanding in a lesson	VG/SN	Increased L3VA Increased HG Increased A*-C		• Data collection points • Progression exams • Mock Exams • 2026 Summer: • 2026 Summer: