



Newfield School's Equality Objectives 2025 - 28

Equality Objective 1

Aim to increase proportion of teachers from under represented groups by 10%.

Why we have chosen this objective

- The Equality Act 2010 introduced a single Public Sector Duty, which applies to all schools. It requires that schools must have due regard to the need to eliminate discrimination and other conduct that is prohibited by the act.
- Over 32% of our students are from minority ethnic groups. However, only 10% of our staff are from minority ethnic groups.
- We believe that the ethnicity of our workforce should be more reflective of the population served:
 - Minority teachers serve as role models for minority students.
 - Minority teachers may have a greater opportunity to improve the academic success and positive school experiences of minority students.

To achieve this objective we plan to

- Renew policies and job descriptions to ensure communication is free from bias
- Seek stronger links across educational partnerships that also seek and promote diversity as their values
- Provide all staff training on unconscious bias

Progress made since 2025

- This will be updated at the end of the year.

Equality Objective 2

Close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.

Why we have chosen this objective

- The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and schools.
- Newfield School has approximately 36% of pupils from low-income families and so qualify for the Pupil Premium and a substantial proportion of our students are from ethnic minority communities. Approximately 16% of our pupils are on the SEND register.
- In England, disadvantaged students are 9 months behind their peers in primary school and 18 months behind in secondary school (22 months for the most persistently disadvantaged students).
- If the recent trend continues, it will take over 500 years for the disadvantage gap to close by the end of secondary school
- Students with Special Educational Needs and Disabilities (SEND) remain significantly behind their peers at every stage – up to 40 months.
- Disadvantage gaps still tend to be larger, and growing, in parts of the North of the country – the largest disadvantage gaps at age 16 were equivalent to over 2 years of learning.
- Post-16 destinations are increasingly segregated – an over-representation of disadvantaged students in further education, employment and an unknown or un-sustained destination and an under-representation in school sixth forms, sixth form colleges and apprenticeships.

- Additionally, in 2020, the OFS reported that young people from advantaged areas of England are more than six times as likely to attend selective universities, including Oxford, Cambridge and other members of the Russell Group, as those from disadvantaged areas.

To achieve this objective we plan to

- Make more effective curriculum choices to support the most disadvantaged and communicate this clearly to parents
- Seek to strengthen the careers offer and the programmes for pupils looking at Higher/Further Education
- Clearly define and execute effective teaching strategies which are Quality Assured against impact on SEN/Disadvantaged
- Increase the % pupils in education after leaving Newfield School (currently just 80% after two years but locality average is 95%)

Progress made since 2025

- **This will be updated at the end of the year.**

Equality Objective 3

Ensure 100% of students participate in, at least, one extra-curricular activity throughout Year 2025 and 100% pupils in Year 11 benefit from the extended school day.

Why we have chosen this objective

- The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools. It requires that schools must have due regard to the need to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.
- Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular activities. We want to ensure that every child regularly participates in at least one extra-curricular activity.
- Research indicates that participating in after school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

To achieve this objective we plan to

- Plan and communicate a strong enrichment offer for 2025 that is launched to parents and pupils
- Evaluate and refine the offer for p6 Year 11 ensuring uptake and a range of sessions that support all pupils
- Ratify Cultural Capital policy which will ensure all trips/shows/ events replicate the school demographic

Progress made since 2025

- **This will be updated at the end of the year.**
