



Grangefield School Equalities Information and Analysis – Information updated January 2015

Section 1 Who Comes to Our School?

Number of children on roll : 213

As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us.

Information correct for academic year 2013/14

		Grangefield School		National Data
		Number	Percentage	
Gender	Girls	100	46.9%	49%
	Boys	113	53.1%	51%
Ethnicity	White British		89.6%	71.6%
	Other white background		1.1%	4.7%
	White & Asian		4.4%	1.1%
	White & Black African		0.5%	0.6%
	Other mixed background		1.1%	1.7%
	Indian		1.6%	2.7%
	Other Asian background		1.1%	1.6%
Religion & Belief	Christian	55%	Other religion	3%
	Hindu	3%	No religion	36%
	Sikh	0		
Free School Meals	Not Eligible		88.7%	73.4%
	Eligible		11.3%	26.6%
Special Educational Need	No Special Educational Needs		91.8%	80.7%
	School Action School Action Plus/ Statement	19	8.9%	16.6%
EAL	English as an additional language		2.2%	16.6%

Analysis/comments

Analysis of the school population:

- The school has slightly more boys than girls on roll.
- The proportion of pupils eligible for Free School Meals is well below average. But has risen since 2012.
- A small percentage of pupils are identified with learning difficulties/ disabilities.
- Almost all pupils are white British.
- There are no looked after children.

Comparisons to National Data:

- Gender mix is in line with national data.
- Low ethnic mix in comparison with national statistics.
- Low Free School Meals take up in comparison with national percentages.
- Low percentage of pupils with Special Educational Need in comparison to national averages.

Attendance

	School		National %
		%	
Attendance		95.2%	94.8%
Absence	- girls	3.3%	5.13%
Absence	- boys	3.8%	5.15%
FSM		5.8%	7.17%
SEN		5.3%	6.43%

Analysis/comments:

Things we do well:

- Children enjoy coming to school.
- School attendance policy encourages high attendance.
- 6 x year monitoring of attendance / lates with the TDP attendance officer.
- The school and Governors promote regular attendance with pupils and parents.
- Absence is followed up daily.
- Attendance is above National Averages

Things we would like to improve:

- Emphasise the impact of taking holidays during the school holiday times and lates.

Section 2. How we address the general duties.

General Duty 1. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples of steps taken to prevent any occurrence of unacceptable behaviours.	Steps the School has Taken
Monitoring of Discriminatory Incidents	<ul style="list-style-type: none">The school has excellent systems in place to monitor the occurrence of any unacceptable incidents. Where incidents occur these are followed up immediately and recorded appropriately, these incidents are at best extremely rare.
Anti- Bullying and Harassment:	<ul style="list-style-type: none">The school has excellent systems in place to monitor the occurrence of any unacceptable incidents.Robust Behaviour and Anti-Bullying Policies are in place.Good communications with parents and pupils.OfSted Sept 2012 gave a good grade for behaviour 'Pupils behave very well around school.' 'Pupils say there is no bullying in the school of any type, including name-calling or racist incidents. 'We're all friendly' was how they described their school.'Parental and child surveys (2012/14) indicate that all parents are positive regarding behaviour at Grangefield.

Analysis/Comments

Things we do well:

- Effective policy and practice in place that prevents the occurrence of unacceptable behaviour.
- Pupils' behaviour is very good.
- A caring family community has been fostered that makes the occurrence of unacceptable incidents at best extremely rare.

Things we would like to improve:

- To continue to broaden children's knowledge and understanding of themselves within a multi-cultural society.

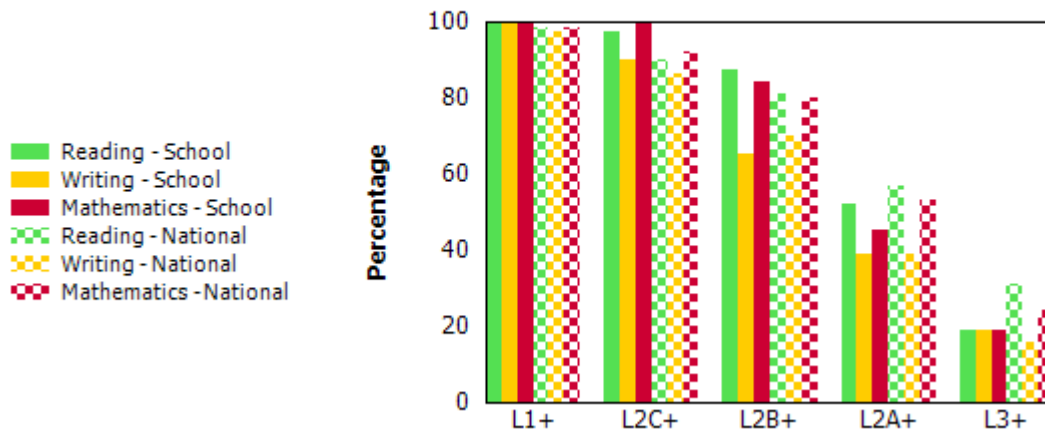
General duty 2. Advance Equality of Opportunity Between People

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Attainment Data

This is how our school compares at the end of Year 2 (Key Stage 1) (2014)

Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution



This is how our school compares at the end of Year 6 (Key Stage 2) (2014)

Percentage of children achieving Level 4 or Level 5+ at Key Stage Two

% children achieving Level 4 or above	Mathematics, Reading, Writing(TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School	National	School	National	School	National	School	National	School	National
All Pupils	94	79	97	86	94	89	94	85	90	76
Disadvantaged pupils	100	67	100	78	100	82	100	76	75	66
Other pupils	93	83	96	90	93	92	93	89	93	81
% children achieving Level 5 or above	Mathematics, Reading, Writing(TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School	National	School	National	School	National	School	National	School	National
All Pupils	52	24	61	42	68	49	71	33	65	52
Disadvantaged pupils	25	12	50	28	25	35	50	20	25	39
Other pupils	56	29	63	48	74	56	74	39	70	58

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

Key Stage 2 Outcomes for Different Groups in Our School		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
		Maths L4+		Reading L4+		Writing L4+		English GP&S	
Gender	Girls	100%	86%	94%	90%	94%	90%	94%	81%
	Boys	92%	86%	92%	87%	92%	81%	85%	72%
Ethnicity	White British	94%	82%	88%	81%	%	%	%	%
	Other ethnic grp (none)								
Special Educational Need	No Special Educational Needs	100%	94%	100%	96%	100%	95%	93%	87%
	SEN without a statement (2 children)	50%	63%	0%	69%	0%	55%	50%	39%
Free School Meal Eligibility	Eligible	100%	78%	100%	82%	100%	76%	75%	66%
	Not Eligible	96%	90%	93%	92%	93%	89%	93%	81%

Examples of steps taken to support equality of achievement for all Pupils.	Steps the School has Taken.
Participation:	-All children are tracked so that individual needs are quickly identified and met. -Targeted intervention is available for all pupils who need to 'close the gap' to achieve average expectations. -All pupils are given correct support to challenge their potential.
Initiatives:	- Adoption of the Achievement for All initiative

Analysis/Comments:

<p>Things we do well:</p> <ul style="list-style-type: none"> • The school is effective in the way it identifies and meets all pupils' needs. • The school uses effective intervention for all pupils 'causing concern'. • The school uses the Achievement for All principles to ensure all pupils achieve to their potential.
<p>Things we would like to improve:</p> <ul style="list-style-type: none"> • Monitor and evaluate the effectiveness of intervention programmes to ensure all groups are achieving their potential. • Continue to develop ways to challenge and extend all gifted and talented pupils.

General Duty 3. Foster Good Relations Between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples of steps taken by school to foster good relations between people.	Steps the School has Taken
Social and Emotional wellbeing	Owl groups Collective Worship
Pupil Voice	School Council Circle Times Questionnaires & surveys
Positive Imagery	Celebration Worship School environment reflects a caring family community. Promotion of school values
Community Links	Church Governors Contacts with local residents Local schools

Analysis/Comments

Things we do well:

- Fund raising for causes.
- Develop a whole school caring community.
- Global understanding through curricular provision- Curriculum driver – Global Child

Things we would like to improve:

- National links with contrasting schools to foster understanding of our multi-cultural society.

Section 3. Participation and Engagement

How we have involved people in developing equalities at our school.

Examples of how the school attempts to get people involved in developing equalities in the school community.	Steps the School has Taken
School Council:	<ul style="list-style-type: none">• School Council meetings.• Councillor discussions with classmates.• Councillor discussions with staff and other adults.
Pupil Voice:	<ul style="list-style-type: none">• School Council• Pupil questions• Worship discussions.• Circle time- sharing and discussing.
Parents/ Carers/ Guardians:	<ul style="list-style-type: none">• Parent consultations• Parent meetings• Coffee mornings.• Through newsletters
Staff:	<ul style="list-style-type: none">• Staff meetings• Staff involvement in Equality Duty Team• Staff consultations.• School Development Planning workshops
Local Community:	<ul style="list-style-type: none">• Views of Foundation Governors/ Local Church community.• Involvement with local community groups.
Governors:	<ul style="list-style-type: none">• Governors involvement in Equality Duty Team• Review of school's Duty of Care/ Child Protection / SEN provision by appropriate Governor.• Governor reports.

For our Equality Objectives 2012-15 see the Equality Policy