

Grangefield School Equalities Information and Analysis – Information updated March 2021

Covid 19 response

The Covid 19 response has impacted on the operation of the school, whilst we continue our school development priorities and Equalities objectives, the Covid 19 response has been the priority. With the 'Equalities Information and Analysis' we do not have all current national statistics available for comparison.

Section 1 Who Comes to Our School?

Number of children on roll: 369

Grangefield School is growing from 1 Form entry to 2 Form entry by September 2021 the school will have 14 classes and approximately 390 children, by September 2023 this will have risen to 420.

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.

Demographics

		Grangefield School 2020/21	National Data 2018/19
Groups	Girls	48%	49%
	Boys	52%	51%
	Minority Ethnic Groups	14.9%	32.9%
	English additional Language	7.3%	21.3%
	Ever 6 FSM	17.1%	23.5%
Special Educational Need	SEN Support	15.2%	12.8%
	SEN with statement or EHC plan	0.8%	1.8%
Other indicators			
	Stability	87.3%	85.8%
	School deprivation indicator	0.10	0.21

Analysis/comments:

Analysis of the school demographics:

- The school has slightly more boys than girls on roll. The percentage has remained stable over the last few years.
- The proportion of pupils ever eligible for Free School Meals is below average. But has been showing a rising trend and is now far closer to the national average. (2016/17 school was 13.9%)
- The majority of children are white British.
- Children with English as an additional language is increasing.
- There is a low percentage of looked after children.
- The school population is fairly stable, however as the school expands from one form entry to two form entry numbers are rising.
- SEN support has increased, the Covid 19 pandemic has also had an impact on children’s learning.

Comparisons to National Data:

- Gender mix is in line with national data.
- Low ethnic mix in comparison with national statistics.
- EAL is lower than national.
- Free School Meals take up is rising and ‘ever 6’ figures are approaching national average percentages.
- Children identified with additional needs is similar to the national average.
- School stability is similar to the national average. (historic data)
- The school deprivation indicator is lower than the national average. (historic data)

Attendance -

Attendance on site has been impacted by the Covid pandemic, school and national figures are for 2018/19 academic year.

	School %		National %
		%	
Attendance	All	96.8%	95.8%
Absence	Girls	2.9%	4.1%
	Boys	3.5%	4.2%
	Ever 6 FSM	5.1%	5.7%
	Non Ever 6 FSM	2.9%	3.6%
	SEN with EHCP	3.2%	7%
	SEN Support	4.8%	5.5%
	No SEN	3.0%	3.9%
	English additional language	2.7%	4.2%
	English first language	3.3%	4.2%

Analysis/comments:

Comparisons to National Data:

- Absence is below the national average for all identified groups.
However;
- there is a gap between the absence rate of Ever 6 FSM and Non Ever 6 FSM.
- there is gap between the absence rate of SEN support and no SEN.

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.
- Reduce the number of lates.
- Reduce the gap in attendance between Ever 6 FSM and Non Ever 6 FSM and SEN support and no SEN

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 2017 gave a good grade for behaviour 'Pupils behave well and enjoy every minute in

	<p>school.' 'The behaviour of pupils is good. Pupils conduct themselves well around the school and in lessons, often demonstrating an inherent motivation to learn'</p> <p>'Pupils report that bullying is rare.'</p> <ul style="list-style-type: none"> • Parental and child surveys indicate that parents are positive regarding behaviour at Grangefield.
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Analysis/Comments

Things we do well:

- Effective policy and practice in place that prevents the occurrence of unacceptable behaviour.
- Pupils' behaviour is very good. Cases of poor behaviour are addressed quickly.
- 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 diverse and 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.

Because of the Covid 19 response there is no current comparative data available. However; using our internal data we are taking certain steps to support children's learning.

Our Pupil Premium strategy, Restorative Curriculum and Covid Catch-Up premium strategy indicate the steps we are taking to support vulnerable pupils and all pupils impacted by the Covid 19 response.

Examples of steps taken to support equality of achievement for all Pupils.	Steps the School has taken.
Participation:	<ul style="list-style-type: none"> • All children are tracked so that individual needs are quickly identified and met. • The progress of different groups is monitored and actions taken to support where gaps are identified. • 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. •

<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'.
<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 more able 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 Jigsaw SMSC and PHSE Curriculum
Pupil Voice	Owl Council Sports 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 Friends of Grangefield School Transition Cleeve Link with Bishops Cleeve Care home
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Things we do well: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Foster understanding of our multi-cultural society. • Foster understanding of children with additional needs (disabilities / medical / SEN) •

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
Owl Council:	<ul style="list-style-type: none"> • Owl Council meetings. • Owl councillor discussions with classmates. • Owl councillor discussions with staff and other adults.
Pupil Voice:	<ul style="list-style-type: none"> • Owl Council • Pupil questions • Worship discussions. • Circle time- sharing and discussing. • Surveys and pupil voice monitoring
Parents/ Carers/ Guardians:	<ul style="list-style-type: none"> • Parent consultations and surveys • Parent meetings • Coffee mornings. • Through newsletters, Tapestry and Class Dojo
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 Governors living in the local community / Local Church community. • Involvement with local community groups. • Involvement with local pre-schools, Primary Schools

	and Secondary Schools.
Governors:	<ul style="list-style-type: none">• Governors involvement in Equality Duty Team through the Children, Families and Community Committee.• Review of school's Duty of Care/ Child Protection / SEN provision by appropriate Governor.• Governor reports.

For our Equality Objectives 2019 - 21 see the Equality Policy

Policy due for review in December 2021.