

Grangefield School Equalities Information and Analysis – Information updated February 2023

Section 1 Who Comes to Our School?

Number of children on roll: 411

Grangefield School is growing from 1 Form entry to 2 Form entry by September 2022 the school will have 14 classes and approximately 410 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 2021/22 | National Data 2021/22 |
|--------------------------|--------------------------------|-------------------------------|--------------------------|
| Groups | Girls | 50% | 49.1% |
| | Boys | 50% | 50.9% |
| | Minority Ethnic Groups | 14% | 35.2% |
| | English additional Language | 8.2% | 21.3% |
| | Ever 6 FSM | 16.2% | 25.5% |
| Special Educational Need | SEN Support | 14.9% | 13% |
| | SEN with statement or EHC plan | 1.0% | 2.3% |
| | Stability | 86.5% | 76.6% |
| | School deprivation indicator | 0.09 | 0.18 |

Analysis/comments:

Analysis of the school demographics:

- The school has equal number of boys and 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 (2020 – 13.8% 2022 – 16.2%)
- The majority of children are white British. (86%)
- Children with English as an additional language is increasing, but significantly below national average.
- 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 slightly since 20-21.

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 at school and national level. The school is lower than national averages (approximately 10% lower)
- Children identified with additional needs is slightly higher than the national average.
- School stability is greater than national. School stability has increased since 2020 whilst national stability has fallen.
- The school deprivation indicator is lower than the national average.

Attendance -

Attendance on site in the 21-22 academic year was impacted by the Covid pandemic so should be treated with caution, national figures are for 2018/19 academic year.

| | School % 21-22 | | National % |
|------------|-----------------------------|--------|------------|
| | | % | |
| Attendance | All | 93.27% | 95.8% |
| | | | |
| Absence | Girls | 6.39% | 4.1% |
| | Boys | 7.08% | 4.2% |
| | Ever 6 FSM | 8.02% | 5.7% |
| | Non Ever 6 FSM | 6.44% | 3.6% |
| | SEN | 9.13% | 7% |
| | No SEN | 6.16% | 3.9% |
| | English additional language | 6.6% | 4.2% |
| | English first language | 6.75% | 4.2% |

Analysis/comments:

Comparisons to National Data:

Comparisons must be treated with caution due to the impact of the pandemic.

- Absence (21-22) is above the national average (2018-19) for all identified groups.

Of particular note:

- 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 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 Attendance Team.
- The school and Governors promote regular attendance with pupils and parents.
- Absence is followed up daily.
- Historically (pre-pandemic) absence has been below national averages.

Things we would like to improve:

- Reduce the number of persistent absences.
- Reduce 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 January 2023 (ungraded report) confirmed the good grade for behaviour in the 2017 report. 'Pupils treat each other, staff and visitors with the utmost respect. Expectations of behaviour in and out of lessons are high. Bullying is not tolerated and staff work carefully to resolve any issues that do occur. Pupils feel safe and secure.' |

Parental and child surveys indicate that 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. 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.

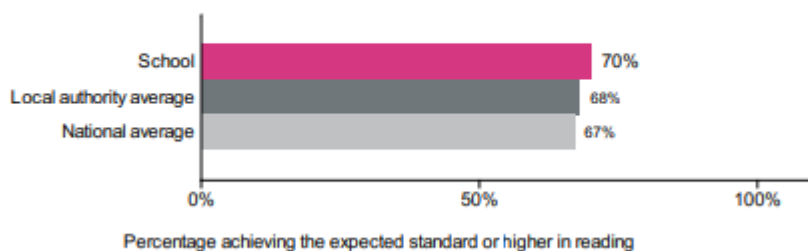
General duty 2. Advance Equality of Opportunity Between People

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.

This is how our school compares at the end of Year 2 (Key Stage 1) 2022

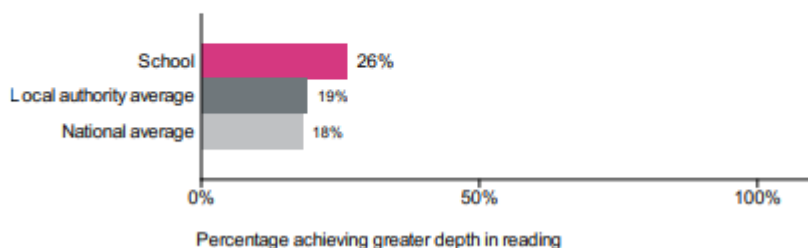
Percentage achieving the expected standard or higher in reading

Number of pupils = 57



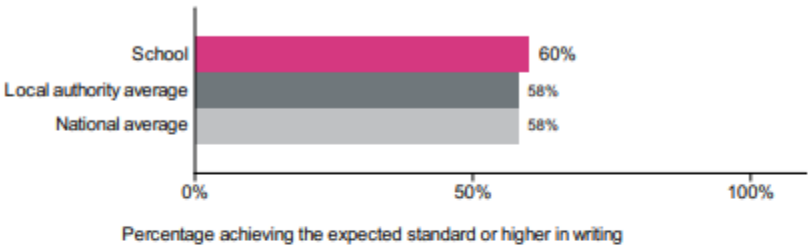
Percentage achieving greater depth in reading

Number of pupils = 57



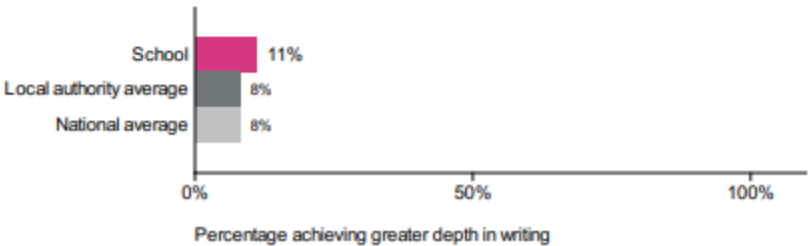
Percentage achieving the expected standard or higher in writing

Number of pupils = 57



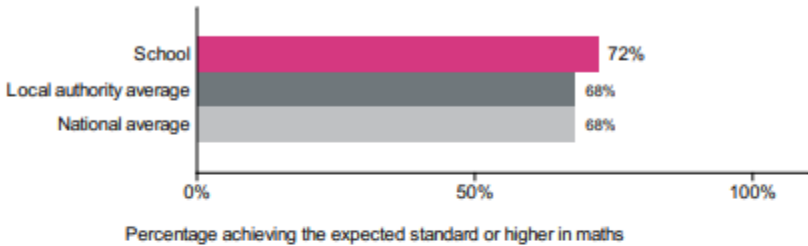
Percentage achieving greater depth in writing

Number of pupils = 57



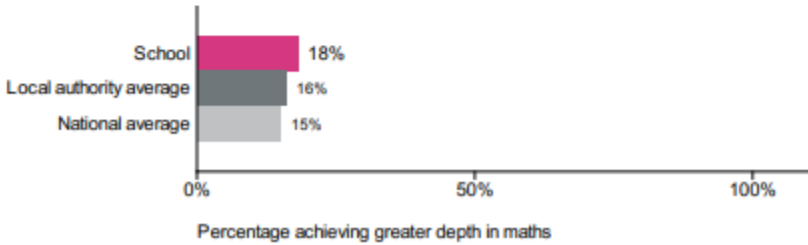
Percentage achieving the expected standard or higher in maths

Number of pupils = 57



Percentage achieving greater depth in maths

Number of pupils = 57



This is how our school compares at the end of Year 6 (Key Stage 2) 2022

Progress in reading, writing and maths

Reading

Number of pupils = 47

Pupils with adjusted scores = 0

Progress score 1.81

Writing

Number of pupils = 46

Pupils with adjusted scores = 1

Progress score 3.11

Maths

Number of pupils = 46

Pupils with adjusted scores = 0

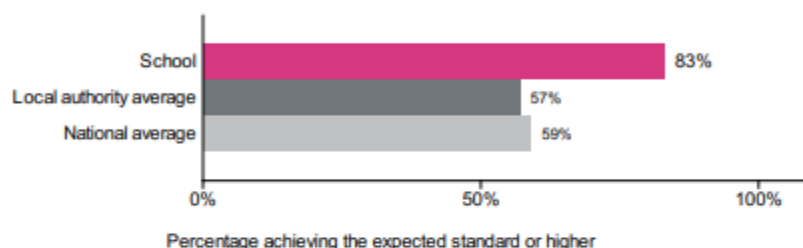
Progress score 3.68

| KS2 | All | | | Disadvantaged | | Non-disadvantaged | | SEN | | Non-SEN | | Progress | | |
|--------------|------|-----|---------------|---------------|-----|-------------------|-----|------|-----|---------|-----|----------|-----------|----------------|
| | EXS+ | GDS | National 2022 | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXP+ | Above EXP | Progress Score |
| Reading | 96% | 36% | 74% | 100% | 22% | 94% | 39% | 83% | 8% | 97% | 46% | 83% | 15% | +1.8 |
| Writing (TA) | 87% | 34% | 69% | 100% | 11% | 84% | 39% | 67% | 0% | 95% | 46% | 92% | 28% | +3.1 |
| EGPS | 94% | 53% | 72% | 100% | 67% | 92% | 50% | 83% | 25% | 97% | 66% | | | |
| Maths | 88% | 43% | 71% | 89% | 33% | 87% | 45% | 67% | 17% | 94% | 51% | 83% | 26% | +3.7 |
| Combined | 83% | 26% | 59% | 89% | 11% | 87% | 39% | 67% | 0% | 91% | 34% | | | |
| Science | 98% | | 79% | 100% | | 97% | | 92% | | 100% | | | | |

Reading, writing and maths combined

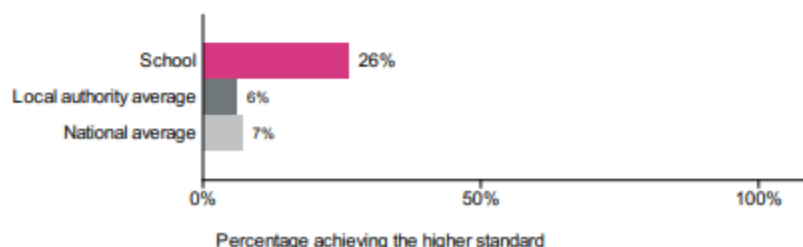
Percentage of pupils achieving the expected standard or higher

Number of pupils = 47



Percentage of pupils achieving the higher standard

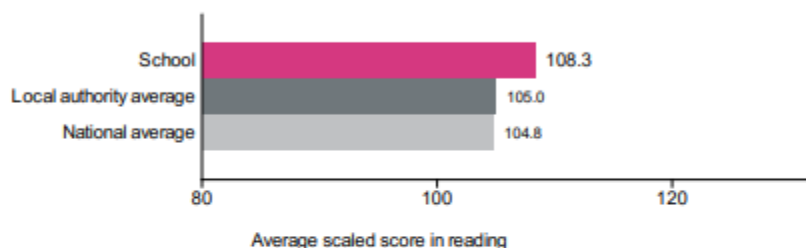
Number of pupils = 47



Average scaled score in:

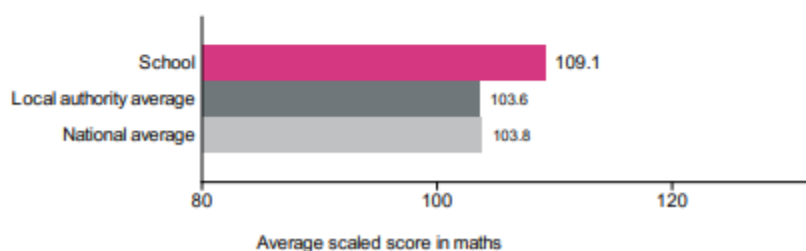
Reading

Number of pupils = 47



Maths

Number of pupils = 47



| 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. |

Things we do well:

- The school is effective in the way it identifies and meets all pupils' needs.
- The school uses effective intervention for all pupils 'causing concern'.

Things we would like to improve:

- 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 Can Do Croc (growth mindsets) |
| Community Links | Church Governors Contacts with local residents Local schools Friends of Grangefield School Transition Cleeve Link with Bishops Cleeve Care home |

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:

- Foster understanding of our diverse, 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 and Class Dojo |
| Staff: | <ul style="list-style-type: none">• Staff meetings• Staff involvement in deciding Equality Duty Objectives• 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 determining Equality Objectives and monitoring the schools progress against them.• Review of school's Duty of Care/ Child Protection / SEN provision by appropriate Governor.• Governor Days, Governor reports. |

For our Equality Objectives 2022-25 see the Equality Policy.

Policy due for review in January 2023.