

The Gryphon School

Equality information

Part 1: Information about the Student Population 2015

Number of pupils on roll at the school: **1,632**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability*
Ethnicity and Race
Gender
Religion and Belief

* The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic. Where there are students who are pregnant or have young children, we will offer support to enable equality of opportunity.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals (FSM)
Pupils with Special Educational Needs (SEN)
Pupils with English as an additional language (EAL)
Pupils with a Traveller heritage
Pupils from low income households
Young carers
Looked after children
Other vulnerable groups

Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

KS4 Examination Performance

In 2014 the gender gap for 5+A*-C including EM was 9% with girls attaining 77% and boys 68%.

The gender gap for 5+ A*-C is 12% with a 86% pass rate for girls and 74% for boys.

Students with SEN Support 5+ A*-C including EM was 45% compared to the national of 23%

There were 21 FSM students in 2015. The attainment gap for 5+ A*-C including EM between FSM and non-FSM students was 10%.

The performance of ethnic groups is monitored closely. It is a very small proportion of the student population.

The behaviour, safety and pastoral care of all students is outstanding (OFSTED 2014). Relationships and behaviour is also outstanding. Bullying is rare. Incidents are dealt with swiftly. "I am me campaign" was led by the Student Council across the whole school and taken to the Dorset Student Council and other secondary schools.

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010.

We seek to eliminate unlawful discrimination by:

- Equality is at the core of the schools values and actions. The stated mission for the School is to be: at the heart of the community and providing an outstanding education for all the learners in the Sherborne area a high achieving school where students fulfil their potential and more; inclusive, supportive and a caring Church of England school where positive relationships flourish; a school where students are fully involved and proud.
- The aim is to raise standards and attainment whilst maintaining the caring ethos and commitment for everyone in the school and community. This we believe we have achieved. All statutory schemes and plans are in place for gender, race, accessibility and disability.
- The school has had a single equality policy including all statutory requirements.
- Our anti bullying policy ensures all children feel safe at school and addresses prejudice related bullying
- We monitor, report and respond to any racist incidents which are very rare.
- Discrimination is not tolerated. Incidents are investigated tenaciously and support in place to deal with problems.

We seek to advance equality of opportunity by:

- A school Equal Opportunities Group was set up in 2008 with parents, staff and students. This group establishes policy and evaluates differences. We maintain our commitment to providing a learning environment where the needs of the widest possible group of students are met.
- Use the information we gather to identify underachieving groups or individuals and plan targeted interventions.
- Ensuring participation of all parents and pupils in school development.
- We are a UN Rights Respecting School. RRS is a core theme for the school and for the Sherborne Pyramid.
- Using the I am me campaign to recognise and celebrate difference and individuality.

We foster good relations and community cohesion by:

- Having excellent community links and relationships. Gryphon students are held in high regard by the community. There is a strong ethos and expectation of co-operation, participation and involvement in all that we do.
- There are significant partnerships with local businesses, organisations and groups.
- Community provision is supported by use of facilities, joint use Leisure Centre, home for St Paul's Church et al.
- Community volunteering programmes
- School linking projects (UK or abroad)
- The school is very conscious of the particular issues relating to addressing racial equality in communities where there is very little racial diversity and where students do not come into contact on a regular basis with people from a wide range of cultures and ethnic backgrounds in their daily lives. Only a very small number of our students and staff are from ethnic minority groups.

What has been the impact of our activities? What do we plan to do next?

The OFSTED Inspection Report following the two day inspection on 29 and 30 January 2014 highlighted the following:

- Overall attainment is very high and has improved significantly
- The proportion of students achieving A* or A grades at GCSE is well above national averages
- Students are exceptionally well behaved and feel very safe
- The School's promotion of students' spiritual, moral, social and cultural development is excellent
- The curriculum, advice and guidance leads to high levels of achievement and excellent behaviour
- The behaviour of students is outstanding
- There is a strong ethos of striving for excellence, coupled with a concern for every individual
- Students have numerous opportunities to participate in extra-curricular activities
- Students behave extremely courteously to one another, to teachers and other adults

The National Society Statutory Inspection of Anglican Schools Report from December 2010 judged the school to be outstanding and highlighted as a key strength "The extent to which students are treated with respect and dignity".

There is a pupil premium improvement plan in place and a pupil premium offer.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging include:

The School Council, Year Councils, the PTA, Parent Forum, Parent Questionnaires, the Equal Opportunities Forum etc. information is shared through termly newsletters, additional information letters, the website and parent meetings.

Parental questionnaires are completed at each subject based Parents’ Evening for every year group. Parental satisfaction and support is very high.

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
On going	Recruitment	Gender and ethnic balance of the staff profile	Currently we always appoint the “best” candidate. The lack of applicants from a broader range of ethnic groups is under review.
As reviewed	Curriculum Policy Teaching and Learning Policy Assessment Policy	All have regard for diversity, opportunity	Personalisation training Support for all groups
2013	ACMF Project 1 and 2 build works	Physical accessibility	New automatic doors in Leisure Centre; lowered reception desk. New lift at far end of school
2013-14	Pupil Premium student progress	FSM narrowing the gap	New Pupil Premium Action Plan and Guarantee
2014-15	SEND and intervention review and restructuring	SEND provision and support	Revision of support management and strategies Review of Base provision New Nurture group provision in Y7
2015	KS3 Curriculum Review	Performance of key groups inc L3 starters and SEND students	Nurture group provision extended into Y8 New KS3 Curriculum introduced Sept 2015

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: Ensure there are improved outcomes for all groups irrespective of gender, ethnicity, SEN, LAC, EAL and FSM.

Progress we are making on this objective:

Targets are set for all groups of students. The performance of FSM and SEND students is an area of continued focus in 2015-16 with an increase in Y11 FSM numbers.

Equality objective 2: Develop The Gryphon as a Rights Respecting School

Progress we are making on this objective:

RRS Level 1 has been achieved and Level 2 sought

Equality objective 3: Continue and expand upon "I AM ME" campaign

Progress we are making on this objective:

This continues to be a very powerful means of caring and supporting students. Levels of bullying and other incidents are rare and dealt with rigorously.

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:

Mrs Edwards - Deputy Head (Member of teaching staff with responsibility for equality issues)

Claire Moses - Governor (Member of governing body with responsibility for equality issues)

Information on students by protected characteristics

Where it may be possible to identify individuals from the information provided (when the number of students with a particular protected characteristic is fewer than 10 and the information is 'sensitive personal information') we have decided not to release the information/have indicated this by the use of an asterisk.

The main summary of student information is from the RAISEonline Summary Report 2015 produced by OFSTED.

The Gryphon School (URN: 138471 DfE No. 8354512) Context



Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

This shows some key indicators for your school, together with national averages for maintained mainstream Secondary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2013	2014	2015	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	1,638	1,644	1,632				
National	978	957	945	20	595	828	1,040
							1,286
							2,904
% girls							
School	49.6	50.1	51.5				
National	49.6	49.7	49.7	0.0	45.7	48.1	49.7
							51.6
							100.0
% of pupils known to be eligible for free school meals (FSM)*							
School	13.2	16.0	16.3				
National	28.2	28.5	28.7	0.6	14.7	22.2	31.1
							44.4
							87.1
% of pupils from minority ethnic groups							
School	6.4	7.4	8.0				
National	24.5	25.6	26.9	0.0	5.4	9.8	19.2
							47.9
							100.0
% of pupils first language not / believed not to be English							
School	3.3	3.5	3.9				
National	13.6	14.4	15.1	0.0	1.8	3.9	8.9
							24.2
							100.0
% of pupils with SEN support							
School	-	-	3.3				
National	-	-	12.4	0.0	6.8	10.3	14.0
							18.9
							61.2
% of pupils with an SEN statement or EHC plan							
School	-	-	1.2				
National	-	-	1.8	0.0	0.8	1.3	1.9
							2.9
							100.0
% stability							
School	93.2	92.9	93.3				
National	92.4	92.1	91.9	17.2	88.3	91.5	93.5
							95.6
							100.0
School deprivation indicator							
School	0.12	0.12	0.12				
National	0.22	0.22	0.22	0.03	0.12	0.16	0.23
							0.33
							0.66

Context

Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2013	2014	2015	2015
White				
British	92.4	92.0	91.8	70.4
Irish	0.2	0.2	0.1	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.1	0.0	0.0	0.3
any other White background	2.3	2.4	2.7	5.1
Mixed				
White & Black Caribbean	0.2	0.4	0.5	1.4
White & Black African	0.1	0.1	0.1	0.6
White & Asian	0.4	0.6	0.9	1.1
any other mixed background	0.7	1.0	0.9	1.8
Asian or Asian British				
Indian	0.4	0.5	0.7	2.7
Pakistani	0.1	0.2	0.3	4.1
Bangladeshi	0.3	0.4	0.4	1.7
any other Asian background	0.4	0.4	0.6	1.7
Black or Black British				
Caribbean	0.0	0.0	0.0	1.3
African	0.1	0.1	0.1	3.5
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.7	0.7	0.5	0.4
Any other ethnic group	0.3	0.2	0.2	1.6
Parent/pupil preferred not to say	0.4	0.4	0.2	0.5
Ethnicity not known	0.9	0.3	0.0	0.5
First language				
English	96.5	96.4	96.1	82.5
Other	3.3	3.5	3.9	17.3
Unclassified	0.2	0.1	0.0	0.2

Context

Table 1.1.2: Basic Characteristics by National Curriculum year group (BasicNCYearGroup)

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	240	48.8 / 51.3	17.9	8.8	5.0	6.3	1
8	231	53.2 / 46.8	20.3	8.7	2.6	6.1	0
9	236	48.3 / 51.7	14.0	10.2	6.4	6.8	1
10	247	48.2 / 51.8	21.1	8.1	3.2	6.1	2
11	245	53.1 / 46.9	8.6	4.1	2.0	5.3	1
Post-Compulsory	433	43.4 / 56.6	-	8.3	3.9	0.0	0

Staff Workforce Information (June 2016)

Role	Numbers
Teacher	59
Middle Leader (TLR)	42
Senior Leadership	7
Support Staff inc casual	168
Total	276

Full or Part time	
FT	165
PT inc casual	111
Total	276

Ages	
16-24	25
25-34	62
35-44	60
45-54	61
55-64	50
65+	18

Role	Numbers	Gender		Age Profile					
		Male	Female	16-24	25-34	35-44	45-54	55-64	65+
Teacher	59	17	42	4	25	15	10	4	1
Middle Leader (TLR holder)	42	16	26	0	16	13	7	6	0
Senior Leadership	7	5	2	0	1	2	3	1	0
Support Staff	168	49	119	21	20	30	41	39	17
Total	276	87	189	25	62	60	61	50	18

Ethnicity		Gender	
White - British	256	Female	189
Not Identified/refused	2	Male	87
Any other White background	14	Total	276
All other ethnic group	4		

**Projected Staff Workforce Information for September 2015
(Teaching Staff only)**

Role	Numbers
Teacher	65
Middle Leader (TLR)	41
Senior Leadership	6
Total	112

Full or Part time	
FT	95
PT inc casual	17
Total	112

Ages	
16-24	11
25-34	42
35-44	28
45-54	23
55-64	7
65+	1

Role	Numbers	Gender		Age Profile					
		Male	Female	16-24	25-34	35-44	45-54	55-64	65+
Teacher	65	21	44	10	26	13	11	4	1
Middle Leader (TLR holder)	41	19	22	1	16	13	9	2	0
Senior Leadership	6	4	2	0	0	2	3	1	0
Total	112	44	68	11	42	28	23	7	1

Ethnicity		Gender	
White - British	103	Female	44
Not Identified/refused	4	Male	68
Any other White background	3	Total	112
All other ethnic group	2		