



Five Acres High School

GROWS School Report 2024-2025

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Suggested audience:
Head teacher
SLT,
heads of year,
governing body,
careers lead,
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Ofsted

October 2025



Introduction

The end of the 2024/25 academic year is the seventh full academic year of delivery to your school and the other targeted schools who benefit from the GROWS sustained and progressive programmes of activity.

GROWS predominantly work with your school and eight other Gloucestershire secondary schools. In those schools in years 7 to 13 there are **7995** learners of which **87%** (6982) have a widening participation (**WP**) flag. The flag is a measure used to identify learners who have one or more of the following criteria; eligible for free school meals, pupil premium, looked after child, or resides in a postcode identified by OfS as having lower progression rates to HE as other postcodes.

GROWS records and tracks learners throughout their time at school and beyond. The national tracking service endeavours to match learners who undertake activity at various points using DfE, UCAS and HESA data. All activity is evaluated against desired outcomes which feed into a theory of change for progression to higher education.

Key Regional Stats 2024/2025 - GROWS



5346
PARTICIPANTS OF
GROWS ACTIVITIES

88%
CLASSED AS 'WP'



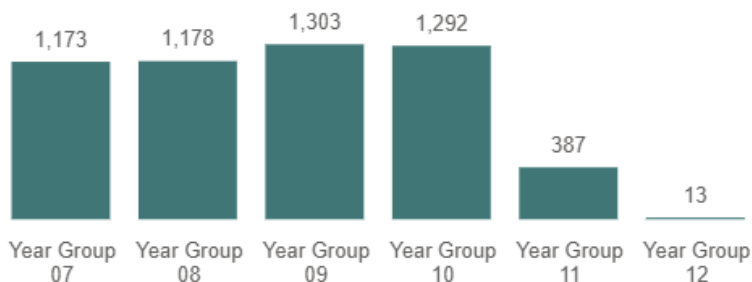
30% of participants on campus

128

Number of Activities

98% of all activity with target schools

Student Year Group



AVERAGE SESSION RATING 7.7/10
HIGHEST SESSION RATING 8.9/10

72%

Year 9 learners in Tier 1 schools had at least 1 GROWS activity

76%

Year 10 learners in Tier 1 schools had at least 1 GROWS activity

DID YOU KNOW? On average each school received 14 activities, the highest was 31 activities!

Impact of the National Uni Connect Programme

The evidence base for the national Uni Connect Programme is growing year on year and is the largest evidence base found in the area of educational outreach. The range of evidence can be found on the following website:

www.officeforstudents.org.uk/for-providers/equality-of-opportunity/uni-connect/evaluating-uni-connects-impact/

Building upon previous evaluation the most recent piece of evaluation states:



Key Findings

Intensive outreach boosts higher education entry by up to 29%

1

Students who took part in an intensive outreach package* were up to 29% more likely to enter higher education than a matched group of peers who received minimal outreach.

Impact was strongest for the most disadvantaged

2

Students eligible for free school meals engaging in intensive outreach were up to 48% more likely to progress to higher education compared to matched peers.

Uni Connect delivers the biggest gains for free school meal learners

3

The largest relative increase in higher education entry for students eligible for free school meals was seen amongst those who participated in Uni Connect-funded outreach.

Intensive outreach increases access to selective higher education providers

4

Students receiving intensive outreach from high tariff universities were up to 19% more likely to enter a high tariff higher education institution than similar students who received minimal outreach.

Compelling evidence for sustained outreach across Key Stages 4 and 5

5

Higher education provider outreach has the highest impact when delivered to students eligible for free school meals across multiple Key Stages.

These key findings strengthen the case for long-term, multi-stage outreach – especially for supporting learners eligible for free school meals.

These results build on our existing [HESA Track impact research](#), triangulating findings of positive impact of outreach participation whilst including previously unavailable controls for student-level prior attainment as part of a quasi-experimental matched cohort design.

* An intensive package of outreach is defined as engagement in at least 11 hours of outreach activity, out of which at least eight hours are of a high-intensity activity content (Activity Types: HE Campus Visit, HE Subject Insight, Mentoring, Skills & Attainment, Summer School). Find out more about the definition of an 'intensive package of outreach' and 'minimal outreach' in the [Methodology](#) section.

Key school cohort statistics 2024/25

Table 1 – Y7-11 school learner cohort characteristics

	Total students	WP*		POLAR		TUNDRA		FSM		Pupil Premium		Child in care	
Year 07	173	171	99%	156	90%	162	94%	49	28%	53	31%	4	2%
Year 08	159	158	99%	140	88%	145	91%	39	25%	45	28%	2	1%
Year 09	180	176	98%	157	87%	168	93%	42	23%	47	26%	2	1%
Year 10	169	167	99%	146	86%	148	88%	54	32%	63	37%	6	4%
Year 11	143	142	99%	122	85%	132	92%	36	25%	41	29%	1	1%
Total	824	814	99%	721	88%	755	92%	220	27%	249	30%	15	2%

*WP = POLAR quintile 1&2 or TUNDRA quintile 1&2 postcode, FSM, Pupil Premium or Child in care

Table 2 - Activity recorded for 2024/25

Activity Title	Year Group	Level of Intervention	Number of Participants	% Participants 3+ Activities
Careers Ideas - Five Acres High School	Year Group 09	4	163	45.4%
Why go to university? Workshop - Five Acres High School	Year Group 09	4	157	45.9%
Exploring Jobs - Five Acres High School	Year Group 08	4	143	81.8%
Jobs of the future (LMI) Workshop - Five Acres High School	Year Group 10	4	139	95.7%
Your Future Goals - Five Acres High School	Year Group 08	4	139	82.0%
Skills for Success - Five Acres High School	Year Group 10	4	137	94.9%
Post-16 Pathways Workshop - Five Acres High School	Year Group 10	4	136	97.1%
Classroom to Campus - Five Acres High School	Year Group 08	4	134	86.6%
Kamal Hyman - AALH - Five Acres High School	Year Group 10	3	128	93.0%
Post-16 Pathways Assembly - Five Acres High School	Year Group 09	3	84	84.5%
Your Future Goals - Five Acres High School	Year Group 07	4	75	0.0%
WP - Sports Experience - Five Acres High School	Year Group 10	5	26	100.0%
WP - CSI - Various	Year Group 10	6	5	100.0%
WP - Residential University Weekend Experience Both Days - Various	Year Group 09	6	4	100.0%
Find Your Future Student - Various	Year Group 08	5	3	100.0%
Find Your Future Student - Various	Year Group 10	5	3	100.0%
WP - Creative Industries - Various	Year Group 10	6	3	100.0%
Find Your Future Careers - Various	Year Group 08	5	2	100.0%
Find Your Future Student - Various	Year Group 09	5	2	100.0%
WP - Animal Experience - Various	Year Group 09	6	2	100.0%
WP - Creative Industries - Various	Year Group 11	6	2	100.0%
WP - Residential University Weekend Experience One Day - Various	Year Group 09	6	2	50.0%
Find Your Future Careers - Various	Year Group 10	5	1	100.0%
Animal Parent Session	No Year Group(s) recorded	0	0	0.0%
CSI Parent Session	No Year Group(s) recorded	0	0	0.0%
Find Your Future Parent - Various	No Year Group(s) recorded	5	0	0.0%
Gloucestershire Research School disadvantage webinars - Five Acres High School	No Year Group(s) recorded	0	0	0.0%
Residential Parent Session	No Year Group(s) recorded	0	0	0.0%
WP - Creative Industries Parent - Various	No Year Group(s) recorded	4	0	0.0%
Total			562	59.6%

The **total** number of learners stated above is individual learners. If one learner took part in more than one activity they are only counted once in the total.

Your school has accessed 12 GROWS in-school activities over the year, mostly for years 9 and 10. Neither 2024/25 insight into university on campus days took place. The progressive programme below shows how these activities have added to a sustained programme.

Eight students from your school attended the Find Your Future family event, and your students participated in a wider range of our other out of school activities compared to the previous year (two for Animal Experience, five for Creative Industries, five for CSI and six on the Residential). These activities are high impact and hands on; we appreciate any support that can be offered to encourage engagement over the next year.

58.4% of your learner cohort attended 3 or more activities in 2024/25. 59.6% of those attending activities this year have received 3 or more activities over the whole GROWS programme. This is key in ensuring that a sustained and progressive programme is received to impact any future progression decisions. The table below demonstrates a general overview of activity received by each year group.

Table 3 – Progressive Programme by year group (2024/25)
(brackets show year group when activity was undertaken)

Year group 24/25	In school workshops	GROWS projects	Third party activity
Year 7	Your Future goals (Y7)		
Year 8	Your Future Goals (Y8)		
	Exploring Jobs (Y8)		
	Classroom to Campus (Y8)		
Year 9	Careers Ideas (Y9)		
	Why Go (Y9)		
	Post 16 Pathways presentation (Y9)		
Year 10	Skills for Success (Y10)	WP Sport Experience (Y10)	Kamal AALH (Y10)
	LMI (Y10)		
	Post 16 Pathways (Y10)		
Year 11	SACU workshop (Y9)	WP Sport Experience (Y10)	Kamal AALH (Y9)
		Y9 Insight Day (Y9)	

Full cohort
Part cohort

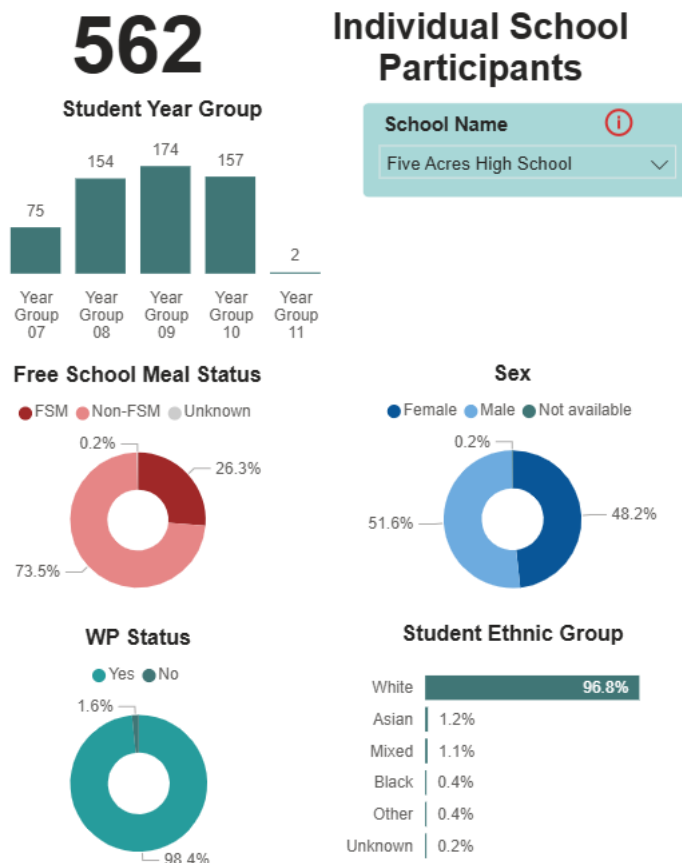
Table 4 -WP learners and number of activities undertaken over the 2024/25 year

	Total WP students*	No. of WP learners attending at least one activity	% of WP learners attending at least one activity	No. of WP learners attending at least three activities	% of WP learners attending at least three activities
Year 07	171	73	42.7	0	0.0
Year 08	158	153	96.8	114	72.2
Year 09	176	170	96.6	68	38.6
Year 10	167	154	92.2	138	82.6
Year 11	142	2	1.4	0	0.0
Total	814	552	67.8	320	39.3

*WP = POLAR quintile 1&2 or TUNDRA quintile 1&2 postcode, FSM, Pupil Premium or Child in care

67.8% of your learners who are classified as WP received one or more GROWS activities over the year with the highest proportion in years 8 and 10 (97%). Over 70% of year 8 and over 80% of year 10 WP learners received at least three activities in 2024/25.

Table 5 – Student characteristics of 2024/25 participants



Of the 562 individual students who attended GROWS activities in 2024/25, 98% were WP students, and 26% had a Free School Meal status. Slightly more male learners than females attended activities.

Table 6 – evaluation and impact data of GROWS activities undertaken

Activity title	Session rating responses	Average session rating	How likely responses	Average How likely are you to go to university?
Careers Ideas	66	7.9	58	5.9
Classroom to Campus	73	8.1	68	7.7
Exploring Jobs	50	7.4	46	6.7
Skills For Success	64	7.6	48	6.6
Why go to university? Workshop	77	8.3	67	6.9

Activity title	MORE informed about the benefits of HE level study	MORE motivated about my potential future options	MORE likely to work harder to achieve my goals/grades	MORE informed about where to find out about qualification and career options	MORE likely to continue to higher level (university) education	MORE informed about university study or lifestyle	Additional question 1	Additional question 2
Careers Ideas	72.0%	85.2%	85.2%	92.6%	60.5%	73.8%	95.1%	79.0%
Classroom to Campus	88.5%	74.4%	70.5%	88.5%	67.9%	88.5%		
Exploring Jobs	72.0%	76.0%	74.0%	76.0%	66.0%	67.3%	87.8%	64.0%
Skills For Success	66.0%	74.1%	70.4%	74.1%	54.5%	50.0%	85.5%	
Why go to university? Workshop	93.9%	93.9%	86.4%	85.4%	67.9%	92.6%		

The tables above show the impact of some of the key activities delivered to your students. They detail each activity (where feedback was collected) how your students rated the activity as well as how they believe it impacts on their futures. In 2024/25 we took the decision to cease evaluating those activities that already have a significant amount of feedback. Therefore the list above is likely to include less activities than in last year's report.

All activities received a high student rating of 7.4 or over out of ten. The session receiving the highest student feedback was *Why go to university?* workshop (8.3 out of 10), *Classroom to Campus* also scored above 8. The *Classroom to Campus* session had the highest average likelihood of going to university score (7.7 out of 10), 11.6% more than the next highest average score (6.9 for *Why go to university?*).

The Why go to university? workshop had the highest strongly agree/agree percent response for all but one statement regarding finding out about qualification and career options.

Careers Ideas had 95% agreement to additional question 1 regarding being more informed about where to look for information about careers.

Skills for Success had low proportions of agreement for some of the statements relating to university study, which is not surprising as the content of this activity relates to employability and skills rather than towards higher education/university study.

WP Sport Experience feedback		
Average session rating /10		8.5
Average likelihood to go to HE rating /10	Pre	6.7
	Post	7.2
	Change	+0.5

As a result of the experience I am...	% Strongly agree/agree
More informed about the benefits of HE level study	96.2
More motivated about my potential future options	92.3
More likely to work harder to achieve my goals/grades	96.0
More confident about where to find out more about future qualification and career options	92.3
More likely to continue to higher level (university) education	69.2
More informed about university study or lifestyle	88.5

	Before	After	Diff
	% Strongly/Agree		
I know what job or career I would like to do	68.4	78.9	10.5
I know the qualifications I would need for my chosen career or job	52.6	73.7	21.1
In the future I would like to study a university-level course	31.6	68.4	36.8
University-level study is for people like me/I am confident that I will "fit in" at a university	42.1	73.7	31.6
I know the qualifications I would need to go on to university level study	47.4	73.7	26.3
I think studying a university level course is a good thing to do	73.7	84.2	10.5
I think studying a university level course will help me get the job I want	73.7	78.9	5.3
I am aware of a wide range of sport related pathways and careers	83.3	83.3	0.0

The tables above show the impact of the Sports subject experience at Hartpury. They show how your students rated the activity as well as how they believe it impacts on their futures.

The Sport subject experience received a student session rating of 8.5, higher than the ratings for any of the in-school activities. Those who attended the activity had an increased likelihood of progressing to HE of 0.5/10 to 7.2/10 (increase of 7.5%).

96% of students stated they were more informed about the benefits of HE level study and more likely to work harder to achieve their grades as a result of attending the day.

There was an increase of 37pp in the percent of students who would like to study a university-level course in the future and an increase of 32pp for being confident about "fitting in" at a university. There was no increase in the awareness of sport related pathways and careers suggesting that this cohort already had good knowledge of this before the event.

Reporting on funding 2024/25

The school received no funding from GROWS despite there being ring-fenced funding available. Funding is usual utilised for coaches for the Insight into University days on campus which the school did not attend. GROWS also funded in-school activity such as a motivational speaker and a L6 qualified careers advisor to provide guidance to younger aged learners to help them to make sense of future options and be aware of their options.

Other engagement with GROWS

The school submitted all registers and evaluations as requested.
The school completed the Y9 and the Y11 surveys.

Individual meetings took place with the school and a GROWS representative over the year.

Into the academic year 2025/26

July 2025 was the official end to phase 3 of funding from the Office for Students. However, 2025/26 was agreed as a continuation year until longer-term funding is confirmed. Funding has remained static for the year although as for all organisations costs are increasing.

The GROWS offer to our target schools remains the same as 2024/25, with the full range of in-school and on-campus activities available to your school. All activity is free of cost to you and coaches can be funded to access on-campus activity. Where there is funding to provide third party activity GROWS will co-ordinate this and offer it to the school to allow efficiencies in funding.

Where there is additional targeting for activities, this targeting will be based on whether a learner has a WP flag or not. The WP flag is used to identify learners who have one or more of the following characteristics: eligible for free school meals, pupil premium, looked after child, or resides in a postcode identified by OfS as having lower progression rates to HE as other postcodes. Certain activities will be offered to specific year groups only.

School engagement of activities increased from the previous year, therefore the progressive programme is looking better than it had before. However it still falls short in many areas for all year groups. The outgoing Y11 group are unlikely to see impact. Current evidence states that learners require six activities or 11 hours of impactful activity to have an impact on educational behaviour around progression to HE level courses (including apprenticeships). The most impactful activity takes place on campus with activities like the *Insight into University days* which the school did not attend.

We look forward to working with your school again this year and hope you can see the benefits and impact of the work we have undertaken so far including how it fits into your Gatsby benchmark evidence.

It is likely that we will be informed about future funding and priorities by Spring 2026. It is highly probable that should the project continue and receive government funding there will be changes made to the project in relation to key outcomes and targeting of learners. Any changes will be communicated to you as and when we know and would encourage any participation in discussions relating to the future of the project as and when they may occur.

There is a wide range of local evidence/data we have been collating over the years, we are more than happy to share any of this data if requested.

In 2023/24 the overall FSM progression rate gap in Gloucestershire decreased by 3.3pp to 28.6 from 31.9 in 2022/23, this is against a national picture of a 0.7pp decrease*.

The FSM progression rate increased to 19.2 from 18.0 in Gloucestershire against a slight reduction nationally 28.9 from 29.0. The overall progression rate to HE in Gloucestershire reduced from 47.2 to 45.0. The high tariff HEI progression rate for FSM pupils also increased in Gloucestershire from 4.3 to 4.4. Nationally this reduced from 6.1 to 4.9.

Whilst the figures show there are still significant gaps in Gloucestershire there have been some really positive changes against less positive changes nationally.

In 2023/24 100 young people in Gloucestershire started a Higher Apprenticeship** The most common subject areas were Health, Public Services and Care, Digital Technology, Business Administration and Law and Engineering and Manufacturing technology.

In total there were 1,400 Higher Apprenticeships commenced that year in Gloucestershire.

* [Step 6: Explore data - Create your own tables on widening participation in higher education](#)

** DfE Apprenticeships by local authority, level and age – rounded figures

Survey Analysis

Year 11 leavers from 2023/24.

1,103 students from 11 Tier 1 & 2 schools completed the year 11 aspiration survey, of which (737) 67% had also completed the 2021/22 year 9 baseline survey. 831 POLAR4 1&2 students completed the survey, comprising 75.3% of total respondents. 246 (22.3%) respondents were eligible for Free School Meals (FSM).

Key findings

Between Y9 and Y11 the percentage of students who correctly answered 'what is HE?' increased by 31pp to 56%. This contributes towards our evidence that awareness of HE is increased at the important pre-16 level. Analysis of this awareness compared to the number of GROWS activities attended showed that students attending 0 GROWS activities had the lowest increase in correct answers.

When asked about plans after their GCSE's between Y9 and Y11 there was an increase in learners aspiring to go to 6th Form or an FE College (both increasing by around 17pp) and fewer students not knowing what they wanted to do (-30pp). This is probably to be expected between Y9 and Y11. Respondents at schools with 6th form provision were more likely to select 6th form, whereas those schools without had a higher proportion of respondents selecting college or finding an apprenticeship. Overall, around 12% of learners said they would like to do an apprenticeship.

Looking ahead to when they are 18, 29% of year 11 learners WOULD LIKE TO go on to university, a small decrease compared to the 2023 survey results. 31% would like to find a job, 12% would like to take a gap year and 12% want to find an apprenticeship. The year 11 data shows no change in aspiration to go on to university level study since the year 9 survey and a 5% drop in those wanting to find a job. Looking at the type of activity received by students, the data shows increased aspiration in the subject insight and school based activity groups to go on to university level study when they are 18, although the increases are small. The group with the biggest decrease in aspiration to go to university is in group 0 who didn't attend any GROWS activities.

In terms of barriers in accessing HE, the survey suggests that Y11 learners feel that they cannot afford to go to university or their planned career path does not require that level of study. Friends not going to university does not appear to be a barrier to progression and 45% of Y11 learners said that either most/all or some of their closest friends were thinking of undertaking university-level study.

Y11 students were asked to rate a set of statements referring to perceptions of individual circumstances, including motivation to attend, confidence and knowledge to progress (see table 7 below).

'University is a good thing to do' was the statement with the highest percentage of positive responses overall (52%) but also had the highest decrease compared to the year 9 survey (-17%). The statement with the lowest percentage of positive ratings was University is for people like me/ I feel confident that I will "fit in" (26%). The highest increases between the year 9 and 11 surveys were for statements regarding knowledge and understanding of HE study, with the highest increase for 'I know enough about university-level study to decide whether I want to go or not' (+18%).

The statement regarding being able to afford to go on to university level study had a negative difference in the previous year's analysis and this year shows a positive difference of 3.5pp, with a higher increase for students who had attended a finance session since year 9 (+6.9%), compared to a small decrease for those who did not. This shows the importance of attending a finance session on students' perception of affordability.

Looking at the type of activity received by students, the Subject insight and HE campus activity groups had the highest number of positive differences. For 'I understand what student life would be like at university-level study' the only groups with a negative difference were the 0 activities and school based activity groups, the only groups who had not been on an HE campus. For 'I think studying a university-level course is a good thing to do' the groups with the smallest negative difference were the multi-intervention and HE campus activity groups, with the largest decrease for the 0 activities group.

If you would like to see the full analysis of the surveys by each question, please request via grows@glos.ac.uk

Five Acres Survey Analysis

82 students at the school completed both the Y9 and the Y11 survey, of which 14 were in receipt of Free School Meals (FSM) and 82 were not.

Table 7 – School specific responses to Y9 and Y11 surveys (% strongly agree/agree)

		I will be able to afford to go on to university level study if I want	I think studying a university-level course will help me get the job I want	I will get the grades I would need to go on to university-level study	I understand what student life would be like at university-level study	I know enough about university-level study to decide whether I want to go or not	University level study is for people like me/ I am confident that I will "fit in" at a university	I know the qualifications I would need to go on to university-level study	I would be able to succeed with learning at university level	I think studying a university-level course is a good thing to do
Year 9	FSM	28.6%	71.4%	42.9%	42.9%	14.3%	7.1%	21.4%	50.0%	71.4%
	Non-FSM	48.5%	61.8%	41.2%	36.8%	25.0%	25.0%	29.4%	47.1%	69.1%
	All	45.1%	63.4%	41.5%	37.8%	23.2%	22.0%	28.0%	47.6%	69.5%
Year 11	FSM	57.1%	21.4%	21.4%	28.6%	50.0%	14.3%	7.1%	21.4%	35.7%
	Non-FSM	52.9%	45.6%	47.1%	44.1%	47.1%	26.5%	27.9%	48.5%	50.0%
	All	53.7%	41.5%	42.7%	41.5%	47.6%	24.4%	24.4%	43.9%	47.6%
Difference	FSM	+28.6%	-50.0%	-21.4%	-14.3%	+35.7%	+7.1%	-14.3%	-28.6%	-35.7%
	Non-FSM	+4.4%	-16.2%	+5.9%	+7.4%	+22.1%	+1.5%	-1.5%	+1.5%	-19.1%
	All	+8.5%	-22.0%	+1.2%	+3.7%	+24.4%	+2.4%	-3.7%	-3.7%	-22.0%

Table 8 – All schools response changes to Y9 and Y11 surveys

ALL SCHOOLS COMPLETING THE SURVEY (GLOUCESTERSHIRE)										
Difference	FSM	+1.2%	-17.4%	-5.0%	+8.1%	+16.1%	+3.1%	+7.5%	-1.2%	-19.9%
	Non-FSM	+4.2%	-15.8%	-1.6%	+7.8%	+19.1%	+0.2%	+9.7%	-4.0%	-16.0%
	All	+3.5%	-16.1%	-2.3%	+7.9%	+18.5%	+0.8%	+9.2%	-3.4%	-16.8%

This set of questions are used to reflect the student's perception of the knowledge they have that enables them to make an informed decision about HE progression. These outcomes are key to understanding the project's success in meeting its aims. For students attending all schools, there was a reduction in positive responses over the timeframe for four out of the nine statements (refer to table 8).

However, at Five Acres the results are slightly more positive for some statements but not all. There was a 1.2pp increase for getting the grades whereas there was a 2.3pp decrease for all schools. However, there was a 3.7pp decrease for knowing the qualifications required for university-level study compared to a 9.2pp increase for all schools. The highest increase was for knowing enough to decide whether or not to go to university (+24.4%). Studying a university-level course will help me get the job I want and thinking studying a university course is a good thing to do had the highest decreases (both -22%).

Also interesting are the differences between FSM and non-FSM students between Y9 and Y11. For most statements in the year 11 survey there is a lower proportion of agreement from FSM students compared to non-FSM students, and for the statements regarding getting the grades, understanding what student life is like and being able to succeed there is a negative difference between the Y9 and Y11 results compared to a positive difference for non-FSM students. For FSM students, the proportion of agreement for the affordability statement doubled by 28.6pp between year 9 and year 11 results compared to only 4.4pp for non-FSM students. With such a low % agree in the year 9 survey FSM student agreement might have been boosted through attendance of the Money Works workshop while in year 10.

This cohort received a decent amount of activity including one whole year group campus visit.

We hope you have found this report useful. If you have any queries or questions about any of the content please do not hesitate to contact us at GROWS.

There is a much larger range of data and evidence we can provide, each activity will have a full evaluation report for example. For further details please contact us.

Email grows@glos.ac.uk
Website www.grows.ac.uk

