

Chair of Governors Commentary

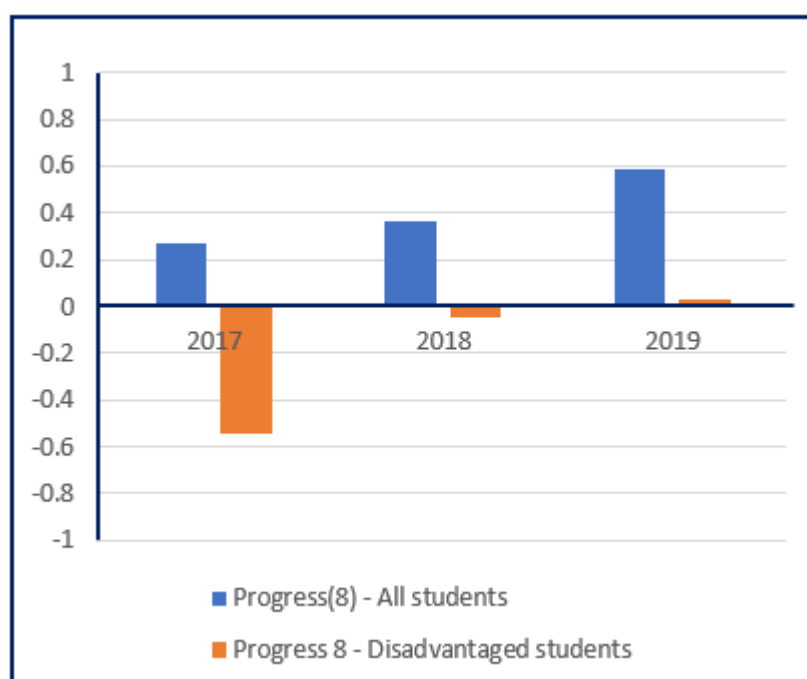
2018-19

Each year, the Chair of Governors writes a commentary on what has been going on in the school for the past year. This is my commentary for the 2018-19 academic year.

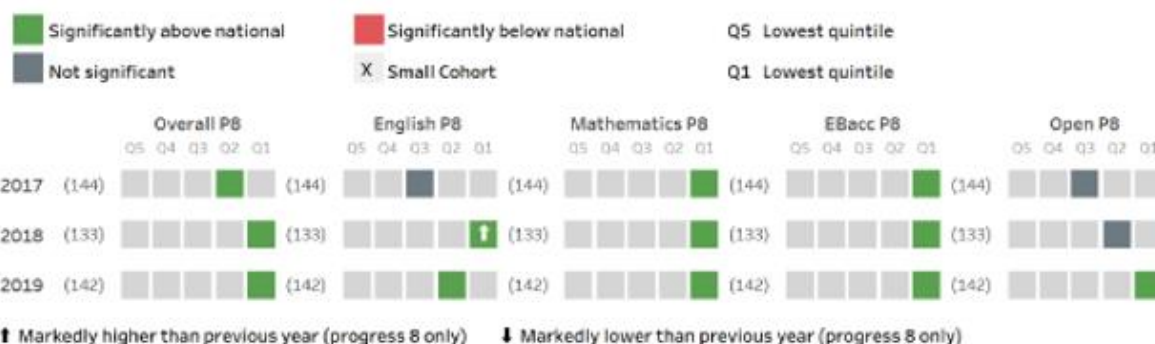
Exams and achievement

As my first sentence always says, “a school’s primary purpose is Teaching and Learning” and in this context, I am delighted to be able to report that our school continues to perform exceptionally well. The principal measure of how the school has done for its students is their Progress 8 (P8) score. The P8 number represents how much better or worse the school’s students have done than the average for students across the country. A P8 score of 0.1 for a school means that students in a school have done, on average, 0.1 grades better than the average for students in other schools.

The data below is taken from Ofsted’s latest ‘Secondary Inspection Data Summary Report’ for our school and shows three-year trends for our results.



Progress 8 three-year trend Guidance



The key things to notice are:

- That the school's Progress 8 score has been rising over the past three years (and bear in mind that an 'average' school would have a Progress 8 score of zero).
- That in 2018-19, students at Gillotts achieved, on average, results that were nearly two thirds of a grade better than the national average.
- That in 2018-19, on average, disadvantaged students in our school did as well as all students, disadvantaged and not disadvantaged, across the country.
- That the excellent performance is reflected in all areas of the curriculum; English, Maths, the EBacc or English Baccalaureate (Science, Humanities and Languages) and the 'Open' category (all other subjects).

These results put us fifth among all the secondary schools in Oxfordshire in terms of our Progress 8 score (i.e. in the top 15%), third in terms of our Attainment 8 score and fourth in terms of students achieving Grade 5 or above in English and Maths.

Obviously, I am delighted by the overall Progress 8 score...any Chair of Governors would be...but it is the way the school has been successful in every direction that pleases me the most. The success has been reflected in the results of the academic and the less academic, mainstream students and disadvantaged students, the scientists and the humanities specialists. We are a comprehensive school and the school staff and leadership team have delivered comprehensively excellent results.

As I wrote last year, these results continue to be achieved against a background of significant funding challenges for schools. As many of you will be aware, education funding has been and remains under great pressure. The government's tendency to fail to fully fund increased staffing costs, which represent more than 80% of the school's total costs, creates challenges for schools and distracts from the core duty of optimising teaching and learning. It is an unqualified tribute to the staff and leadership team of the school that they have been able to maintain the school's performance while coping with the challenges of declining real terms funding.

The built environment

In response to the ongoing funding pressures, the school has thought long and hard about where to spend the school's income. We continue to believe that the most important thing is to have good teachers in front of acceptably sized classes for every lesson and the Leadership Team has worked tirelessly to ensure this is achieved. Inevitably though, this means less money for other areas such as decoration.

Our plan to deal with this is still to sell a little-used part of the school's land to fund a major renovation of the school. This will include building a new hall, dramatically improving the sporting facilities and renovating the rest of the school. Unfortunately, getting to the point where we can actually sell the land and start work on the school continues to prove extremely difficult. We have made some progress during the past year but still do not have the project across the line. I very much hope to be able to report more concrete progress this time next year.

A 21st Century School

Notwithstanding the pressures on funding, we continue to take advantage of technology to facilitate the day-to-day running of the school. As you will know, in the past year we have moved to a cashless basis for expenditure by students and parents. The transition has gone smoothly and the cashless payment system is now a part of everyday school life. Cash is a nuisance in school as it has to be managed and can be lost, stolen or forgotten. Reducing its use has brought a number of benefits, including, I suspect, an improvement in the diet of our students as there is less money around to spend on crisps and sweets! So we feel the change has been a great success.

We have also been taking advantage of technology to improve security on our site. Following consultation, we have extended the use of CCTV in school to improve security around the perimeter of the school and in the areas which cannot be easily overseen or protected.

We continue to look for ways to leverage technology in support of teaching and learning. The Bring Your Own Device programme means that all students have access to a mobile device that can be used to support their learning when appropriate and the school continues to look for new ways to take advantage of the tremendous opportunities the devices provide. We also consider that learning to live safely and well with devices is an important part of students' education. They have become an integral part of everyone's lives. We consider that teaching our students to realise the tremendous benefits they offer while avoiding the risks they pose is an important part of the school's mission.

Looking Ahead

So how does the future look for our school? Well, overall, very bright. We have an outstanding team of staff and leaders who, as the results show, are skilfully managing turbulent times in education without impacting educational outcomes. Financially, things are stable with slightly increased student numbers helping to offset the impact of rising costs. We continue to look for and embrace opportunities to leverage 21st Century technology to optimise student outcomes and the running of the school. The biggest uncertainty is around the school renovation project but we will persevere! For my part, I remain immensely proud of the school, continually impressed by the effort and commitment shown by the people associated with it and very lucky to be Chair of Governors here.

David Gorsuch
Chair of Governors

Statutory Annual Report to parents on the effectiveness of arrangements for SEN and Disability

The school's SEN Policy was last reviewed and amended by the Governors, Headteacher and SENCo in December 2019. Its aims and objectives are set out below.

Gillotts values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning by:

- ensuring the identification of SEND as early as possible in students' school careers
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students and parents in decision-making
- personalising learning for students
- promoting independence
- ensuring that the responsibility for SEND held by all staff and governors is carried out
- removing barriers to achievement and success

Students with SEN at Gillotts continue to make good progress in all areas of school-life: academic, social and emotional. There were 27 students on the SEN register in Year 11. Their attainment 8 score was 37.9 meaning that their average grade was 3.79 (measured on the GCSE 9-1 scale). 16 of the students achieved grade 4s and above in both English and mathematics; 17 in English and 20 in mathematics.

Staff have continued to receive training and guidance throughout the year and SEND were at the heart of the School Development Plan. Besides the regular staff briefings, the work of our SENCo has been supported by working in partnership with the SENCos of our five partner primary schools. A key aspect of our work is to give professionals time to reflect on their own practice and share successful classroom strategies with colleagues. This year's main focus has been to share good practice more effectively, through example by improving Student Profiles and their use.

While the implementation of the new SEN Code of Practice has been at the forefront of the Learning Support Team development plan over the past few years, the introduction of the new GCSE syllabuses and their implications for students with SEND are now a priority. As a consequence, the range of Literacy and Numeracy Interventions offered at KS3 and KS4 has significantly developed to reflect the demands and recently identified learning and teaching needs of the new syllabuses. The Team is also keen to develop its range of assistive technology; for example we have invested in text to speech software to support students in GCSEs while still promoting their independence.

Gillotts' admissions are managed by Oxfordshire County Council. As an Academy, we publish our Admissions arrangements each year; however our arrangements follow the current published LA admission rules for Years 7 to 11 at community and voluntary controlled secondary schools. A summary of the arrangements, including for pupils with disabilities, is published each year in our Prospectus. Our Accessibility Plan was reviewed and developed further in June 2018. Curriculum Access actions include a focus on differentiation. There are lunchtime clubs taking place most days in Learning Support, which support students in developing friendships and social skills in a safe environment. A proportion of staff briefings are used for small groups of teachers to meet with Learning Support Assistants to share strategies to meet an individual's needs. To ensure good Information Access, the school continues to work closely with the LA support services. Our Accessibility Plan (premises), adopted in 2003, was fully implemented by August 2006 and has been reviewed to ensure it continues to meet current requirements.

Catharine Darnton
Headteacher

David Gorsuch
Chair of Governors

EQUALITY OBJECTIVES

DECEMBER 2016

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
1.	<p>Progress</p> <p>To improve achievement for identified groups: (Ofsted 2016)</p> <p>Disadvantaged students</p> <p>Student with SEND</p>	<p>Within 12 months Gaps with national non-disadvantaged narrowed</p> <p>Within 2 years Gaps with national non-disadvantaged removed and gaps with national non-SEND narrowed</p> <p>After 4 years Gaps with national non-disadvantaged removed and gaps with national non-SEND removed</p>	<ol style="list-style-type: none"> 1. Ensure all students reach their potential, through embedding the use of Assessment for Learning 2. Develop further Heads of House as lead champions for PP students, supported by tutors 3. Focus on improving the quality of teaching, not increasing the number of interventions. 4. Appraisal objective to include specified outcomes for PP and SEN students 5. Develop further learning walks focussed on the progress of PP and SEN students 	<p>Advance equality of opportunity</p>	<p>Disability</p> <p>Gender</p>
2.	<p>Diversity of the workforce</p> <p>Analyse our data so we monitor changes the diversity of our workforce (eg age, gender, ethnicity)</p> <p>Analyse our data on pay so we can monitor issues of pay equality, including the gender pay gap</p>	<p>Within 12 months Analysis complete</p> <p>Within 2 years Analysis complete</p> <p>After 4 years Analysis complete</p>	<ol style="list-style-type: none"> 1. Conduct analyses 	<p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Gender</p> <p>Age</p>

EQUALITY OBJECTIVES – Monitoring progress

	Equality Objective	Success Criteria	December 2017		December 2018		December 2019		December 2020
I.	Progress To improve achievement for identified groups: (Ofsted 2016) Disadvantaged students Student with SEND	Within 12 months Gaps with national non-disadvantaged narrowed Within 2 years Gaps with national non-disadvantaged removed and gaps with national non-SEND narrowed After 4 years Gaps with national non-disadvantaged removed and gaps with national non-SEND removed	A8	2016-17	A8	2017-18	A8	2018-19	
			Non-PP (nat)	49.8	Non-PP (nat)	50.0	Non-PP (nat)	50.2	
			PP (Gillotts)	35.2	PP (Gillotts)	40.1	PP (Gillotts)	34.7	
			A8	2016-17	A8	2017-18	A8	2018-19	
			All (nat)	46.0	All (nat)	46.4	All (nat)	46.6	
			K (Gillotts)	36.1	K (Gillotts)	35.7	K (Gillotts)	36.7	

	Equality Objective	Success Criteria	December 2017		December 2018		December 2019		December 2020
2.	Diversity of the workforce Analyse our data so we monitor changes the diversity of our workforce (eg age, gender, ethnicity) Analyse our data on pay so we can monitor issues of pay equality, including the gender pay gap	Within 12 months Analysis complete Within 2 years Analysis complete After 4 years Analysis complete	Male 22%	Female 78%	Male 19%	Female 81%	Male 20%	Female 80%	
			EG W-B W-O Black Asian Mixed NR Other	Percentage 93 4 0 1 2 1 0	EG W-B W-O Black Asian Mixed NR Other	Percentage 92 3 1 2 2 1 0	EG W-B W-O Black Asian Mixed NR Other	Percentage 94 1 1 1 2 2 0%	
			Age <25 25-34 35-44 45-54 55-64 ≥65	Percentage 3 20 23 33 21 1	Age <25 25-34 35-44 45-54 55-64 ≥65	Percentage 5 18 21 39 16 1	Age <25 25-34 35-44 45-54 55-64 ≥65	Percentage 4 21 20 38 16 2	
			Pay equality – see below		Pay equality – see below		Pay equality – see below		

December 2017 – Pay equality

NB Calculated using FTE salaries

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	6	£26,274	10	£38,152	7	£19,531
Female	11	£29,269	27	£38,153	47	£21,421

December 2017 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	8	£6,817	1	Withheld
Female	13	£6,627	11	£29,042

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

December 2018 – Pay equality

NB Calculated using FTE salaries

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	4	£27,065	10	£38,871	6	£21,432
Female	7	£31,001	32	£38,883	47	£21,592

December 2018 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	8	£6,573	2	£26,654
Female	13	£6,760	8	£29,875

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

December 2019 – Pay equality

NB Calculated using FTE salaries

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	4	£28,570	10	£40,171	7	£19,986
Female	12	£32,717	32	£40,086	49	£23,301

December 2019 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	6	£7,884	1	Withheld
Female	16	£5,750	8	£31,960

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts