Chair of Governors Commentary

2021-22

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 2021-22 academic year.

The 2021-22 school year was the first one that could be described as approximately 'normal' since the start of the pandemic. The school was open, teaching and learning proceeded pretty much as usual, inter-school sports resumed and we even had a sports day! So, to everyone's great relief, Gillotts was pretty much back to being its usual self.

Of course, the disruption to students' education during the two years of the pandemic was huge and we were all concerned that it would have had an impact on their progress as represented by exam results. As it turned out however, we need not have worried. The results of students who took their GCSEs in summer 2022 were the school's best ever. The commonest headline measure for assessing student outcomes is the Progress 8 (P8) score, a measure of the progress a cohort of students has made relative to all students nationally taking account of their prior attainment. In 2022, Gillotts students' P8 score was 0.73, meaning that on average our students' GCSE results were 0.73 grades better than the national average, after allowing for their educational level when they came to the school. This compares with the school's previous best P8 score of 0.58 in 2019 and an average P8 score in Oxfordshire of 0.03. And the various other measures of achievement were equally good. As an example, 71% of our students got at least a Grade 5 in English and Maths compared with an average of 53% for Oxfordshire schools.

This outcome is a tremendous achievement for both the school and the students. It shows that they have been able to adapt to the demands of the pandemic and adjust so that teaching and learning have not suffered. I think it is truly remarkable and a tremendous tribute to all the school staff that the school has been come out of two such disruptive years with better results than ever.

So, from an academic point of view, the school has emerged from the pandemic in amazing shape. There are however two effects which linger. The first is the impact on attendance. Obviously during the pandemic, attendance was down due to students catching the disease or being close to someone with it and having to isolate (and of course there were periods when the school was closed and attendance was zero!). However, even though the disease has now receded into the background, we have seen that attendance is still down on pre-pandemic levels. In some cases, parents are worried about their children catching the disease from others, but in others it seems that students have just got out of the habit of turning up at school every day. A day or two off here or there seems harmless enough but a couple of days represents more than one percent of a child's education for the year. And research has shown that the effect is magnified in the case of subjects such as languages where each lesson builds on the previous ones. Against this backdrop, the school is working hard to encourage students to get back into the habit of turning up every single day.

The other lingering effect is on the financial future. Nationally, the pandemic was hugely expensive and the government appears to be setting out to restore the nation's finances by a combination of spending cuts and taxation. Against this backdrop, we were all very relieved to hear Jeremy Hunt announce increases in funding for education in his Autumn Statement on 17th November. However, we have to recognise that costs such as the cost of energy have already risen and in the face of high inflation rates, staff costs, which make up about 85% of the school's expenses, are bound to increase. Thanks to the additional income at the time of academy conversion and prudent day to day financial management, the school is currently in an excellent financial position, certainly way better than many other schools. The crystal ball has never been cloudier but I am absolutely confident that the school will continue to manage its finances in a way which successfully balances prudence and a passionate desire to achieve the best possible outcomes for all students.

Any of you who keep track of my commentaries year-to-year (an extremely small group I expect!) will recall that, last year, I referred to an expected return visit by Ofsted to determine whether we are an Outstanding school. As it turned out, they did not come and so we expect their visit soon. Against the background of the past year, I find myself awaiting their visit with excitement rather than trepidation. This is an extraordinary position for a Chair of Governors to be in and shows just how well the school has done. I am prouder than ever to be Chair of Governors at Gillotts school.

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

The school's SEND Policy was last reviewed and amended by the Governors, Headteacher and SENCDo in December 2022. 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 SEND at Gillotts continue to make good progress in all areas of school-life: academic, social and emotional. There were 28 students on the SEND register in Year 11. For the first time since 2019, GCSE examinations were taken in summer 2022. Outcomes from students with SEN were strong with the (draft) Progress 8 score being +0.27. Our students went on to a range of post-16 placements, including: UTC Reading, The Henley College, BCA, Reading College as well as some individuals following a slightly different pathway through apprenticeships.

Staff have continued to receive training and guidance throughout the year. Besides the regular staff briefings, the work of our SENDCo has been supported by working in partnership with the SENCDOs 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. This included a whole school project focusing on the effective partnership between teachers and LSAs to improve the support students were receiving both in and out of the classroom.

While the implementation of the new SEND Code of Practice has been at the forefront of the Learning Support Team development plan over the past few years, the current 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 mirror 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 May 2021.   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   David Gorsuch
Headteacher   Chair of Governors

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
1.	**Progress** To improve the impact of the curriculum on identified groups: 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 for SEND with all national narrowed **After 4 years** Gaps with national non-disadvantaged removed and gaps for SEND with all national removed	1. Develop the practice of each subject team (and the individuals within it) to embed Assessment for Learning and hence improve progress 2. Continue to develop the Curriculum and Assessment statement in each subject 3. Plan a systematic approach to revision for major exams 4. Develop systematic teaching of vocabulary 5. Develop the English curriculum to ensure students have the cultural capital they need to access the English curriculum, and hence the wider curriculum. Explore links with the curricula of other subjects 6. Ensure the culture is that 'Attendance is everyone's business' 7. Monitor and develop the range, quality and take-up of extra-curricular activities offered by the school with a particular focus on disadvantaged students and students with SEND	Advance equality of opportunity	Disability Sex
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	1. Conduct analyses	Advance equality of opportunity Foster good relations	Race Sex Age

EQUALITY OBJECTIVES – Monitoring progress

	Equality Objective	Success Criteria	December 2021	December 2022	December 2023	December 2024
1.	**Progress** To improve the impact of the curriculum on identified groups: 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 for SEND with all national narrowed **After 4 years** Gaps with national non-disadvantaged removed and gaps for SEND with all national removed	*No national data due to COVID-19*	<table><tr><td>**A8**</td><td>**2021-22**</td></tr><tr><td>Non-PP (nat)</td><td>52.6</td></tr><tr><td>PP (Gillotts)</td><td>43.4</td></tr></table> <table><tr><td>**A8**</td><td>**2021-22**</td></tr><tr><td>All (nat)</td><td>48.7</td></tr><tr><td>K (Gillotts)</td><td>tbc</td></tr></table>		
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	<table><tr><td>**Male**</td><td>**Female**</td></tr><tr><td>21%</td><td>79%</td></tr></table> <table><tr><td>**EG**</td><td>**Percentage**</td></tr><tr><td>W-B</td><td>92</td></tr><tr><td>W-O</td><td>3</td></tr><tr><td>Black</td><td>1</td></tr><tr><td>Asian</td><td>1</td></tr><tr><td>Mixed</td><td>2</td></tr><tr><td>NR</td><td>3</td></tr><tr><td>Other</td><td>0</td></tr></table> <table><tr><td>**Age**</td><td>**Percentage**</td></tr><tr><td><25</td><td>1</td></tr><tr><td>25-34</td><td>14</td></tr><tr><td>35-44</td><td>27</td></tr><tr><td>45-54</td><td>40</td></tr><tr><td>55-64</td><td>18</td></tr><tr><td>≥65</td><td>1</td></tr></table> Pay equality – *see below*	<table><tr><td>**Male**</td><td>**Female**</td></tr><tr><td>19%</td><td>81%</td></tr></table> <table><tr><td>**EG**</td><td>**Percentage**</td></tr><tr><td>W-B</td><td>89</td></tr><tr><td>W-O</td><td>5</td></tr><tr><td>Black</td><td>1</td></tr><tr><td>Asian</td><td>1</td></tr><tr><td>Mixed</td><td>3</td></tr><tr><td>NR</td><td>2</td></tr><tr><td>Other</td><td>0</td></tr></table> <table><tr><td>**Age**</td><td>**Percentage**</td></tr><tr><td><25</td><td>2</td></tr><tr><td>25-34</td><td>14</td></tr><tr><td>35-44</td><td>25</td></tr><tr><td>45-54</td><td>41</td></tr><tr><td>55-64</td><td>18</td></tr><tr><td>≥65</td><td>1</td></tr></table> Pay equality – *see below*		

December 2021 – Pay equality

NB Calculated using FTE salaries

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	8	£28,721	7	£41,497	7	£22,893
Female	5	£30,853	37	£41,188	46	£23,798

December 2021 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	6	£8,099	2	£28,461
Female	18	£5,409	7	£32,467

December 2022 – Pay equality

NB Calculated using FTE salaries

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	8	£32,450	7	£43,685	6	£22,730
Female	7	£33,280	34	£43,434	50	£25,771

December 2022 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	5	£7,634	0	-
Female	13	£7,853	7	£34,783

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