

## Chair of Governors Commentary

2022-23

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 2022-23 academic year.

The highlight of the year was undoubtedly the school's being judged 'Outstanding' by Ofsted. Those of you who read my report last year will remember we were expecting another visit following the recognition during their inspection in February 2020 that the school was potentially 'Outstanding'. The re-visit was delayed by the pandemic but finally took place in June of this year. A team of four inspectors participated, meeting with staff and governors and carrying out 'deep dives' into teaching and learning in English, science, history, art and religious education. They also considered responses to surveys of pupils, staff and parents. Their conclusion was that the school is 'Outstanding' in all the areas they consider (quality of education, behaviour and attitudes, personal development and leadership and management) as well as overall. This is a tremendous achievement for the school and recognition of the unrelenting work and commitment of the staff and leadership team over the past years.

Of course, having been judged Outstanding by Ofsted, we were all hoping that the exam results for 2023 would live up to this accolade but we need not have worried. The commonest headline measure for assessing student outcomes is the Progress 8 (P8) score, a measure of the progress a group of students has made relative to all students nationally taking account of their prior attainment. In 2023, Gillotts students' P8 score was 0.66, meaning that on average our students' GCSE results were 0.66 grades better than the national average, after allowing for their educational level when they came to the school. This is our second best ever result and compares with an average P8 score in Oxfordshire of 0.05 and for the country as a whole of -0.03. And the various other measures of achievement were equally good. As an example, 67% of our students got at least a Grade 5 in English and Maths and 33% got five or more Grades 7, 8 or 9.

The school also recognises that sport also has a key role to play in education, especially in this era of declining physical activity, and encourages students to participate at all levels. As an example, at the South Oxfordshire Area Athletics event in May, where Gillotts was the only school to enter two students in every event in every year group, they emerged as overall team champions and many of the students were chosen to compete in the County Athletics event in June.

These outcomes are tremendous achievements for both the school and the students, particularly bearing in mind that the career at Gillotts of these students has included the years of the pandemic. It shows the school has been able to mitigate and then remedy the impacts of Covid, allowing pupils to achieve their potential in spite of the disruption it caused. I think it is truly remarkable and a tremendous tribute to all the staff that the school has been able to weather these years and emerge stronger than ever.

One of the qualities of the school that I have always been proudest of is the conviction that academic success is not all that matters. It is also the school's job to develop well-adjusted people who will enjoy playing a positive role in society. I have always believed that the school does this extremely well but it great to see that Ofsted considered it to be so too. They found that "Pupils proudly exhibit the school's values of kindness, respect and not doing harm" and "enjoy making a positive contribution to the wider community". They also commented that "Leaders' work to support pupils' personal development is exceptional" and that "pupils have many opportunities to develop resilience and self-confidence". I am immensely proud to be associated with a school where personal development and academic success are both delivered so successfully.

Those of you who read my report last year may remember that I called out two problems, one immediate and one on the horizon. The immediate one was attendance. It seemed that during the pandemic, for a variety of reasons, some students had simply got out of the habit of attending school. As a result, attendance had fallen to well below the levels that we normally expect. Given the well-evidenced damaging effect absence can have on achievement, we saw this as a significant problem. The school put a tremendous amount of effort into tackling it during the 2022-23 school year and I am delighted to say were very successful. Total absence for the year was markedly down on the previous year and the school had the best attendance of any secondary school in Oxfordshire, putting it in the top 25% of schools nationally. This success is a tribute to the members of staff who have worked hard, often on an individual basis, to get students into school and will make a material difference to results for many of them.

The problem on the horizon was financial and this one has not diminished. Inflation has been high throughout the year, increasing energy and other costs and in the future, staff costs. These cost increases obviously impact all

schools but for us, they are exacerbated by declining local pupil numbers, a change which is affecting local primary schools now and will inevitably work its way through to us in due course. I am pleased to say however that while these challenges are undoubtedly coming, we are as well placed as any school in the country to tackle them. We have a significant reserve, built up by conserving the financial benefits of academy conversion and prudent financial management, and a management team who have shown themselves able to deal with whatever the government, pandemics and variations in fertility have thrown at them. I am confident that the school will weather this financial storm just as competently as it has all the others!

This will be my last report as I am retiring as Chair at the Full Governing Body meeting at the end of November. Being Chair of Governors at Gillotts and watching the school develop under the care of its outstanding leadership team has undoubtedly been one of the highlights of my life. I am delighted that the school is doing so spectacularly well on all fronts and am absolutely confident that it will continue to do so.

David Gorsuch  
Chair of Governors  
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 SENCD0 in December 2023. 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 32 students on the SEND register in Year 11. GCSE outcomes from students with SEN were strong with the (draft) Progress 8 score being +0.41 (SEN K). Our students went on to a range of post-16 placements, including: The Henley College, BCA, Reading College as well as some individuals following a slightly different pathway through apprenticeships or residential placements like Sparsholt in Hampshire.

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 SENCD0s of our numerous feeder 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 develop the independence of our students and prepare them for life beyond school. In addition to this, there has been a collaborative project between teachers and LSAs improving the quality of inclusive teaching in the school; with a particular focus on managing attention, reducing cognitive load and accessible challenge.

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. In addition to this, there has also been a need to improve the knowledge and skills of the LSA team to support the ever-increasing demand of support needed for wellbeing and mental health. Without the support being offered, our students would find it more challenging to engage with their learning; therefore, this has been imperative in our journey towards improved progress.

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  
Headteacher

David Gorsuch  
Chair of Governors

# EQUALITY OBJECTIVES

DECEMBER 2020

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
1.	<b>Progress</b>  To improve the impact of the curriculum on identified groups:  Disadvantaged students  Student with SEND	<b>Within 12 months</b> Gaps with national non-disadvantaged narrowed  <b>Within 2 years</b> Gaps with national non-disadvantaged removed and gaps for SEND with all national narrowed  <b>After 4 years</b> 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.	<b>Diversity of the workforce</b>  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	<b>Within 12 months</b> Analysis complete  <b>Within 2 years</b> Analysis complete  <b>After 4 years</b> Analysis complete	1. Conduct analyses	Advance equality of opportunity  Foster good relations	Race  Sex  Age

## EQUALITY OBJECTIVES – Monitoring progress

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**December 2021 – Pay equality***NB Calculated using FTE salaries*

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

**December 2021 – Analysis of managers by gender**

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

**December 2022 – Pay equality***NB Calculated using FTE salaries*

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

**December 2022 – Analysis of managers by gender**

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

**December 2023 – Pay equality***NB Calculated using FTE salaries*

	<b>Teachers - Main</b>		<b>Teacher - Upper</b>		<b>Support staff</b>	
	<b>Number</b>	<b>Average salary</b>	<b>Number</b>	<b>Average salary</b>	<b>Number</b>	<b>Average salary</b>
<b>Male</b>	8	£35,279	7	£46,059	4	£27,073
<b>Female</b>	6	£32,569	37	£46,291	45	£25,700

**December 2023 – Analysis of managers by gender**

	<b>Teachers – TLR holders</b>		<b>Support staff – designated line manager</b>	
	<b>Number</b>	<b>Average TLR</b>	<b>Number</b>	<b>Average salary</b>
<b>Male</b>	6	£7,848	1	Withheld
<b>Female</b>	14	£7,771	6	£32,770

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