



Gosford Hill School

This popular and successful school is on an attractive site located in the 'village' of Kidlington on the northern edge of Oxford. It was founded in 1932 as a co-educational 'National' school, became a mixed community comprehensive in the 1960s, and became a standalone Academy from 2012. The school has more recently joined The River Learning Trust, a MAT made up of predominantly schools in Oxfordshire. The school serves students from 11 to 18 across the whole ability range for a wide area of Oxfordshire – Kidlington, North Oxford, Bicester and surrounding villages such as Islip and the 'seven villages of Otmoor'; contract buses bring students into school each day.



There are nearly 800 students (including our Sixth Form) and a staff of 55 teachers and 39 support staff.

The vision for the School underpins everything we do. Gosford Hill School aims to be:

An inspiring school at the heart of the community, giving our students an excellent educational experience, equipping them as resilient life-long learners.

We have three school values, which are *Greatness, Honesty and Strength*.

The school is accommodated in a range of buildings of various dates, including a superb joint school/community use Leisure Centre (with sports hall, swimming pool, flood lit all weather astro turf pitches and squash courts), a new nine laboratory Science block; three new Design and Technology rooms; six Information Technology rooms; a large staff room, faculty staff learning areas, training and conference rooms. There is also a large staff car park. We have recently been successful in securing a CIF bid to replace some of our older flat roofs.

The School Development Plan is tightly focused on raising standards of student achievement and behaviour for learning, and there have been significant improvements in examination results, at GCSE and A level, over recent years.

In 2020, the school achieved 65% of GCSE students gaining 5+ standard passes including English and Maths. 68% of students achieved 9 - 4 in English & Maths. In 2019, 53% of students achieved 5+ standard passes including English & Maths with 58% achieving 9-4 in English & Maths.



School Hours

There are 5 lessons each day of 1 hour each, over a timetable cycle of two weeks.

8:50 – 9:15am	Student Development Time
9:15 – 11:15am	Lessons 1 & 2
11:15 – 11:35am	Morning break
11:35am – 1:35pm	Lessons 3 & 4
1:35 – 2:20pm	Lunch break
2:20 – 3:20pm	Lesson 5

The Curriculum

At Gosford Hill School, we pride ourselves on the broad and balanced curriculum that we offer at all key stages. We ensure that it is a curriculum that is ambitious for all pupils, is coherently planned and sequenced as well as being a curriculum that is successfully adapted for pupils of all abilities.

The curriculum at Gosford Hill will:

- Lead to qualifications that will enable students to progress to the next stage of learning (training or employment)
- Enable students to fulfil their potential
- Provide equal access to a range of learning experiences
- Help students make informed choices about their future
- Cater for all students' individual abilities so all can achieve
- Equip students with the necessary knowledge and skills to thrive in contemporary society
- Help embed aspects of spiritual, moral, social and cultural education – including British Values
- Enable progression between different key stages



At Gosford Hill School, we recognise the need to deliver a PSHE curriculum that develops the knowledge, skills and attributes that students need to keep themselves healthy and safe and prepared for life and work. Our aim is that the curriculum will positively impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. For this to happen we ensure that lessons are relevant, contextual and inspiring.

A spiral curriculum has been designed so that all year groups are exploring core themes at the same time to encourage consistency across the school and a shared language. Concepts are progressive and carefully ordered so that links can be made across all subjects. Lessons are age appropriate and build on the work done in previous years to ensure that all students leave Gosford Hill School with skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and sex and living in the wider world, (including economic wellbeing and aspects of careers education).

The PSHE curriculum will be delivered on a weekly basis as a timetabled one-hour lesson in tutor groups.



Sixth Form

Our well-established Sixth Form offers a wide choice of three or four A Levels from a list of 22 different subjects. Students are also given the opportunity to resit GCSEs in English and Maths, if required. Results have been very good with the school achieving a high place in the league tables for average A level points score. We take students from other schools who transfer here at 16+. Whilst our Sixth Form numbers are relatively small it allows for a very personalised curriculum with students being well supported and achieving highly. Most students achieve their first or second choice University place, many are Russell group establishments and we regularly have students applying to and attending Oxbridge, medical and veterinary schools.



Pastoral care



A distinctive feature of Gosford Hill School is the strength of the pastoral system and the school's commitment to each individual. All teaching staff are tutors and we work hard to ensure that students are supported throughout their time at Gosford Hill School both academically and pastorally.

Students join tutor groups of about 24 students from their own year group. All tutor groups have one main tutor and a Year Leader who share the responsibility of pastoral care and monitoring academic progress. Students are also supported on a day to day basis by Student Managers.

Every morning, students meet during Student Development with their tutor groups. This time has been specially designed to support students in developing their knowledge and interaction with current affairs, age appropriate transition material (such as a specialist programme for the Year 7 team to deliver to students starting secondary school, and a separate age appropriate programme for Year 9 on the option process, and Year 11 on options after GCSE). In Student Development Time, we also hold year group assemblies, and run programmes such as the PiXL Edge Programme for Year 8.

The PSHE programme is delivered by tutor teams in Years 7-11 through standalone lessons timetabled once a week. It covers all aspects of personal development including study skills, personal relationships, moral and social awareness, citizenship, careers, sex and health education and social issues.



The school offers a challenging range of visits, residential experiences, foreign exchanges and, in Year 10, work experience. The willingness of staff to contribute to extra-curricular activities is widely evident and greatly appreciated.

Student progress is assessed at least three times per year. A Progress Report is sent to parents three times a year for all years, indicating effort, progress and highlighting any issues. There is also an annual Parent Consultation Evening (PCE) for each year group. A system of achievement points and rewards operates for outstanding work and service, and there are the usual sanctions for poor behaviour or effort.



The Staff

Two particular strengths of this school are the excellence of administrative support and the close collaboration and good working relationship between the teaching and support staff. The school is committed to the professional development of all staff and every member of staff is encouraged to determine the nature of their individual CPD programme and develop their own CPD portfolio.

Heads of Year, meet to discuss all matters relating to student welfare and development. Faculty Leaders, is the forum for discussion of all curriculum matters. Joint meetings of the two groups are held as appropriate and are one of the main decision making groups in the school. Regular Faculty and tutor team meetings take place during each month. Staff are consulted regarding the school priorities and goals. These are outlined in the annual School Development Plan and are shared throughout the school.

Each Faculty and Head of Year takes part in an annual review of progress towards targets set in school and team development plans. All staff are fully involved in the planning and decision making process, and regular meetings of the support staff are held. Each Faculty has a link with a member of the Strategic Leadership Team and with a school governor.

The present contact ratios for staff are as follows:

Career Stage	Teaching Load out of 50 periods per fortnight
Standard Scale	45
Faculty Leader	39-41 (<i>dependent on size of faculty</i>)
House Leader	40
Assistant Headteacher	25
Deputy Headteacher	14
Headteacher	5



For New Appointments to Gosford Hill School we offer:

- Training specifically tailored to meet your CPD needs
- A mentor, suitably qualified and experienced to offer you support.
- A warm welcome from a positive and committed staff who enjoy working together
- Career progression opportunities – we train our own, and other staff, as part of the Outstanding Teacher Programme and utilise various leadership programmes

The Future

This is an exciting time to be joining the school. Our Headteacher has been in post for four years and the school has undergone significant changes. There is a strong sense of the school being 'on the up' amongst staff, students, parents and the local community. Pupil attainment has improved and student progress at Key Stage 2-4 has been strong. Results at 14+, 16+ and 18+ are good and getting better.

Our Ofsted report of 2018 was full of praise for the accomplishments of students and the supportive nature of staff in all aspects of student learning and development. The report also acknowledged how the leadership team have correctly identified the key foci for Gosford Hill School as it continues to rise to the educational challenges that lie ahead.



Gosford Hill School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.