

# Gosford Hill School Prospectus 2022-23





# Vision, Ethos and Values

We aspire to be an inspirational school at the heart of the community, giving our students an excellent educational experience and equipping them to be resilient, lifelong learners.

It is our belief that students should leave Gosford Hill School having pushed the limits of their potential, whatever that might look like for each individual student. We aim to provide our young people with the skills, qualifications and confidence to go on to great things. Our students should leave with happy memories of Gosford Hill School, as well

as friendships that are firm and plentiful. We seek to develop a sense of responsibility and respect for communities, and we look to send our young people out into the world with a knowledge of how it works and a desire to make it better. We are proud to serve the community in and around Kidlington and are privileged to play a part in its social, moral, cultural and spiritual development. We support British and human values of justice, tolerance, democracy, fairness and understanding.

We have three school values:

## Greatness

- We aspire to be the best that we can be
- We recognise our own unique talents and build on them
- We are curious, have a thirst for challenge and adventure
- We take pride in everything that we do

## Honesty

- We recognise our mistakes and learn from them
- We take responsibility for our actions
- We seek help and support when things go wrong
- We celebrate our differences

## Strength

- We are resilient and keep going
- We are empathetic and caring
- We believe in equality and tolerance and are kind to each other
- We respect ourselves, our community and our environment



# Welcome

It's a pleasure to welcome you to our school as we embark on a £1million physical regeneration programme called A Million Reasons to Love Gosford. The school has recently joined River Learning Trust (RLT), a multi-academy trust that also includes The Cherwell School, The Swan School, The Marlborough School and Chipping Norton School. We are proud to be the buckle in a belt of excellent secondary schools stretching from the heart of Oxford out into the Cotswolds.

Our school prides itself on the emphasis that we place on the needs, aspirations and achievement of individual students, with learning very much at the heart of our work. We want our students to develop as resilient and independent learners, keen to overcome challenges, and take risks, so that they gain the skills needed to enable them to lead fulfilling lives as confident and articulate individuals in our society.

Every student has strengths and talents, and it is our job to find and unlock that potential in every student. Whether it's sport, art, music, Duke of Edinburgh or World Challenge, we celebrate success and recognise that learning goes beyond the classroom. Students will receive a rich and diverse range of extra-curricular opportunities and will be presented with exciting challenges.



We work closely with parents, and it is our belief that where the school, individual students and their parents work closely together, young people will succeed.

It's a privilege to lead such a wonderful school and I do hope that you find the information in this prospectus helpful. There is so much more to learn about our school, though, so I would therefore urge you to come and visit us in order to find out and experience for yourself why students, parents, staff and our wider community are so proud of our school.

There is only so much that you can learn about the school from our prospectus and website, so you are warmly welcome to arrange a visit by emailing us at [office.4060@gosford-hill.oxon.sch.uk](mailto:office.4060@gosford-hill.oxon.sch.uk)

**Leaders use additional funding appropriately to support pupils. Leaders' work in this area shows measurable impact. For example, a group of Year 7 pupils improved their reading ages twice as quickly as would be expected, due to the specific literacy support they received. Similar improvements are evident in Year 7 mathematics.**

Ofsted Report

N. J. Sellars

Mr Nigel J. Sellars  
Headteacher





# Student Welfare and Support

## High Challenge, High Support

Gosford Hill School prides itself on the quality of its pastoral care. All members of staff see it as their responsibility to ensure students at the school feel safe and happy. Both the academic and support staff receive regular briefings and training on the ways in which we can support children as they grow up to meet the challenges of life at school.

At the heart of the pastoral work in the school is an attention to the student. At different stages of school, different challenges appear, but at the heart of it all is an individual student who wants to flourish and be happy in a way that is natural and right for them. Around the student is an array of teaching and support staff, as well as older and younger students to help them develop, learn and enjoy new things.

Pastoral care at Gosford Hill School is organised through year groups. Each year group has its own Head of Year who supports their year group academically and with their pastoral needs. Alongside the Head of Year there is a dedicated team of teachers who act as tutors.

There is also a Student Support Team consisting of a Student Welfare Manager, Attendance Officer, Pastoral Assistants and a Pastoral Administrator. In addition we have a School Nurse, School Counsellor and Peer Counsellor. Overseeing the Heads of Year and Student Support Team is Gosford Hill School's Designated Safeguarding Lead, Mrs Purtell (Assistant Headteacher).

## The Transfer Process

The transfer process starts in Year 5 with a visit to the school production and a welcome event for students, parents and siblings. In the September of Year 6 there is an opportunity to find out more about the school at an Open Evening and an Open Morning.

When students are confirmed as having a place, they attend a transfer day and a transfer evening with parents. They also have an opportunity to attend our very popular and successful summer school in mid August to complete a very thorough induction to their new school.



# Curriculum

Our curriculum is broad and balanced, designed to deepen knowledge and skills as well as engage and inspire. It is well planned and structured to ensure that all individuals are able to succeed and fulfil their potential and in doing so, achieve success in the future and in their lives beyond school.

At Key Stage 3, all students follow a curriculum based upon the National Curriculum. Alongside the core curriculum, students study a broad range of subjects across a wide range of disciplines such as: Art; History; Languages; Performing Arts and Technology. Students in Year 9 are supported in making their option choices for Key Stage 4 through our personalised guided choices programme.

The Key Stage 4 curriculum is organised to enable students to follow more individualised learning programmes that meet their individual needs and aspirations. All students follow a core curriculum as well as four option subjects chosen from a wide range of subjects. Our aim is to maximise the potential of all our students through the range of opportunities we provide.

The Key Stage 5 curriculum offers students the opportunity to choose from an even broader

range of subjects including all the facilitating subjects and a wide range of vocational options and is complemented by a variety of enrichment opportunities such as Extended Project Qualification; Duke of Edinburgh Award; work experience and bespoke support for future university and training applications.

High quality careers guidance and support is provided for all our students in conjunction with external providers.

Enrichment activities are key to our curriculum as we know that learning does not just take place in the classroom. The curriculum for all our students is enriched by extra-curricular activities. We offer a broad spectrum of music, sporting and creative activities to name but a few, where students can extend their talents and interests or discover new ones!



## Reading

At Gosford Hill School, we place a great deal of value on the importance of reading. We know that strong literacy is the biggest factor in both allowing students to fully succeed across the whole curriculum and in determining future academic success.

We aim to take a combined approach, being more intentional on teaching vocabulary in lesson time, using the Accelerated Reader programme for Key Stage 3 classes and having a 20 minute session each day where tutors will read to their forms. We have a very well stocked library, which is a popular resource with our students, as well as a dedicated librarian.

Our 20 minute reading slots take place after lunch and are run by your child's form tutor. For Key Stage 3 form groups, on two days a week, they will read their own book, which is appropriate for their reading level as part of the Accelerated Reader programme. On the other three days, your child's form tutor will read a book to their form.



At Key Stage 4, each reading session will involve form tutors reading to their forms. Each year group will read the same book, allowing our students to have a shared experience in reading wide ranging and diverse literature (both fiction and non-fiction), including Lord of the Flies by William Golding in Year 8, Purple Hibiscus by Chimamanda Ngozi Adichie in Year 10 and Frankenstein by Mary Shelley in Year 11.

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**Over time, leaders' effective actions have raised school standards. Most pupils attend school regularly and behave well. They benefit from the range of clubs and activities which complement the curriculum well.**

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Ofsted Report

## PSHCE

The PSHE programme is taught as a standalone lessons, by form tutors, to all students. Across a 5 year curriculum, students will cover a range of age appropriate topics.

In addition, Citizenship and Personal, Social and Health Education is embedded in various subjects in the curriculum, such as Humanities, where students explore democracy, environmental issues, human rights and ethical behaviours and relationships.

Relationship and Sex Education is delivered between Science, Humanities and PSHE in different year groups.

## Duke of Edinburgh Awards

In Year 9 students have the option of completing the Bronze Duke of Edinburgh Award in school, with further options to complete Silver in either Year 10 or Year 12.



# Teaching and Learning

Gosford Hill School provides first-rate teaching and learning characterised by high expectations and excellent classroom relationships. Teachers have the highest expectations of what all of our students can achieve and promote their learning through providing consistently engaging, challenging and high quality lessons. Our framework for teaching and learning is based on current educational research from across the globe, which focuses on the key principles that make the most difference to students' learning.

All of our students are closely monitored to allow teachers to tailor lessons to their individual needs. We are also increasingly using technology in our lessons, with Years 7, 8, 9 and 11 making use of Chromebooks which are used both in lessons and at home. Overall, students are taught to take an active role in their learning to ensure that they achieve to the very best of their ability and are able to become confident and reflective learners.

## Home Learning

A key component of successful learning at school is the learning that takes place at home. Gosford Hill School takes an innovative and flexible approach to home learning using Google Classroom, which allows students to reflect and build on the knowledge and skills that they acquire in lessons. In Years 7, 8 and 9, students complete home learning closely tailored to the school curriculum.

In Years 10 and 11, home learning enables students to achieve to the best of their ability in their GCSEs. Our students are supported with their homework and have access to our school IT facilities after school, supervised by a member of teaching staff every day to complete their assignments.

We use Google Classroom, an electronic platform that allows our students and their parents to have a clear record of what is expected of them in their home learning and which allows us to provide plentiful electronic resources that students can access anywhere. An added benefit is that students can communicate with their teachers and submit work electronically. Bespoke resources can be uploaded to Google Classroom, which students can then refer to and use for as long as they may be needed, which is ideal for revision.

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# Assessing and Reporting to Parents

At Gosford Hill School we believe that assessment is integral to high quality teaching and learning as it helps us to ensure that teachers are meeting the needs of our students so that they can make good progress in their learning.

A range of assessment methods are used in all our lessons; this ranges from assessment used each lesson by teachers to evaluate a student's understanding and progress such as retrieval practices, quizzing and questioning. These help teachers to respond to student

needs in future planning. This is combined with summative assessment when teachers will assess students more formally such as end of unit assessment, practice papers or exams, providing more detailed feedback.

We believe that it is important that parents have clear, meaningful and reliable information on their child's progress as parents play a crucial role in helping the students understand and act on that feedback, ensuring that students can produce work of the highest possible standard.



Parents will receive feedback on their child's progress three times a year. All parents are invited to meet their child's teachers at a Parent Consultation Evening. For Sixth Form students there is an additional Parent Consultation Evening. We also host Parent Workshops where we discuss specific topics such as supporting our students through their exams.

We always welcome communication from parents about their child's progress as we recognise the crucial role that parents and families play in supporting students. It is by us all working together that our students will succeed - *"It takes a village to raise a child"* (African proverb)

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## Meeting the Needs of Individuals

At Gosford Hill School, each student is treated as an individual. Our Intervention Faculty organise both individual and small-group provision/support for students according to need.

Our provision includes adapting the curriculum at both Key Stage 3 (Years 7, 8 and 9) and Key Stage 4 (Years 10 to 11) where appropriate. For example, Year 7 students who are behind their peers in

literacy and numeracy are taught in small groups. They are given specially tailored project-based lessons which cover the wider curriculum in an accessible and joined-up way, with a literacy and numeracy focus.

Where students have specific needs, we ensure that we have appropriate special arrangements in place for external examinations.



# Personal Development of Students

At Gosford Hill School, we want our students to develop into well-rounded, confident and resilient adults, who have the personal qualities to make positive contributions to their future communities. We offer a range of opportunities for students to develop these qualities.

## Student Leadership and Student Voice

Students are encouraged to be active citizens of their school and are able to represent and lead the student voice in two ways. Students can apply to sit on their Year Council, or if in Sixth Form, as Head Boy and Head Girl. The role of each Year Council is to set the ethos and character of the Year group, and lead on charity fundraising for each respective Year. Alternatively, students can apply to sit on the Student Leadership Team who work with the Head Girl and Boy. Their role is to represent the student voice in matters concerning the whole school and the students. This might include gathering and reporting views on a change to systems in the school, or representing the school at events or as interview panels.



“Where teaching is most effective, such as in English and Mathematics, work is well matched to pupils’ prior learning. Teachers use questioning skilfully to check pupils’ understanding and to challenge their thinking.”

Ofsted Report

## Student Development Time

Students in all years work with their tutor for 20 minutes every morning in Student Development Time. This gives tutors a daily opportunity to check in with students and address any issues they might be having. Over the course of the week, each year group follows a programme that includes academic mentoring, assembly, topical debates and a rolling programme of age appropriate activities.

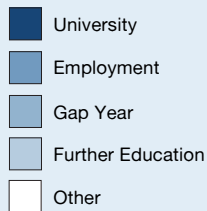
## SMSC

Our Assembly programme throughout the year covers all aspects of Spiritual, Moral, Social and Cultural education. Using current issues and topics, students are encouraged to reflect on the presented material and their own views about it. SMSC is also supported in tutor time, with opportunities to read and discuss current affairs, participate in topical challenges and work in different groups.

In addition, all subject areas routinely make links with relevant and timely SMSC topics, dilemmas or issues as part of lessons, enabling students to make links and apply values to a wide range of issues.

# Careers and Destinations

## Year 13 Destinations 2021



All students are supported with making choices at key decision points in their school careers whether it is choosing GCSE or A Level subjects to study or making applications to local colleges, apprenticeships or universities.

The majority of Year 11 students make the choice to continue in the School Sixth Form or further their career interests at one of the local FE colleges. Others secure apprenticeships at 16+ or 18+ in a wide variety of career areas.

85% of Year 13 students applied to University. Many of those accepting offers have progressed to their first or second choice university.

Recent University destinations include:

- Materials Science at the University of Oxford
- International Relations at the University of Birmingham
- Geography at the London School of Economics
- Chemistry at the University of Surrey
- Criminology at Kingston University
- Physics at the University of Sheffield
- Computer Science at Loughborough University
- Social Work at the University of Portsmouth
- English Literature at the University of Cardiff
- Mechanical Engineering at the University of Bath

## Extra Curricular Provision

We believe in the enriching experiences students gain from extracurricular activities and educational visits. During a student's time at Gosford Hill School these could include theatre trips and workshops with professional performers; visits to galleries and exhibitions; sporting competitions and our annual whole school production.

Students also have the opportunity to attend residential trips in the UK and abroad; including a Language and History trip to Germany; a Sports Tour to Europe; Creative Arts trip to Europe; participation in Geography field trips and our annual school ski trip. Other educational visits include Business trips to BMW and Jaguar Land Rover and trips to museums and other key institutions in Oxford and London.

A wide range of clubs and activities run throughout the year, including: Art, Textiles, Food, Resistant Materials, Maths and Chess, as well as sporting and performing arts clubs. Our summer enrichment days also provide many opportunities for alternative learning including numerous day trips.





# Sixth Form

Life in our Sixth Form is both challenging and enjoyable. We provide quality teaching and learning, recognised by Ofsted, in a friendly, supportive and inclusive environment, enabling our students to maximize their potential. Gosford Hill Sixth Form students have their own identity, but they are also an integral part of the whole school community; they have a key role as ambassadors, peer listeners, lead learners, mentors, coaches and role models for younger pupils.

In addition to advancing students' academic abilities, Gosford Hill School prides itself on developing students both emotionally and socially, equipping them with the skills needed to be successful once they move into the world of work or higher education. We offer a post-16 curriculum which includes a wide range of over 20 A Level and equivalent courses.

**Students' conduct around the school is impressive. They demonstrate mature relationships with staff, younger pupils and each other. They value greatly the support they receive from pastoral leaders, which contributes to their well-being.**

Ofsted Report

We also provide enrichment activities to complement the academic learning and to 'broaden horizons', including Duke of Edinburgh, Young Enterprise and the Extended Project Qualification. Each year between 85-90% of our students who apply to university achieve their first or second choice, including OxBridge and Russell Group universities. An increasing number of students choose Higher Level Apprenticeships after achieving well at A Level.







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