



Victoria College Preparatory School
& Victoria College

Board of Governors

Annual Report
2021-2022

Contents

Page

| | |
|---|----|
| Introduction: Chair of the Board of Governors | 3 |
| Board of Governors | 5 |
| Meetings of the Board of Governors | 7 |
| Policies | 8 |
| Financial report | 9 |
| Governance, Leadership and Management report | 11 |
| Teaching and Learning report | 12 |
| Safeguarding report | 13 |
| Marketing report | 15 |
| Victoria College Preparatory School staff 2021-2022 | 16 |
| Victoria College staff 2021-2022 | 17 |
| Curriculum | 21 |
| Examinations | 23 |
| School roll and attendance | 28 |
| Standards of behaviour | 30 |
| Victoria College Foundation report | 32 |

Introduction: Chair of the Board of Governors

Dear parents and carers,

I am delighted to present the Annual Report of the Board of Governors for the academic year 2021-22.

The last couple of years have been incredibly difficult and we are extremely proud of both Victoria College (VCJ) and Victoria College Preparatory School (VCP), for the ways both schools have adapted. The demands that have been placed on parents, staff and boys during this period has undoubtedly tested our flexibility and capacity to change in every sense of the word. For the schools to continue to move forward during this period is testament to your support and the hard work and efforts of all our staff and students.

Academic

This year we saw a return to sitting exams and for our A level students, this will have been the first time to be tested formally in exam conditions due to the introduction of the Teacher Assessed Grades to combat the impact of the pandemic.

Key Investments

We are continually looking to make improvements to the schools and this year was no different. This year saw the delivery of some significant investments at both schools:

Victoria College Preparatory School

- Complete refurbishment of the Year 4 area with new carpets, blinds, furniture and interactive whiteboards.
- Redecoration of the Year 5 area and Creation of Wellbeing/breakout Room.
- New flexible furniture for the library area in the school Hall.
- Refurbishment of the School Hall to provide a more flexible teaching space.
- Improvements to the Heathfield toilet block.
- New blinds throughout the school.

Victoria College

- Recruitment of additional staff for the Student Support Centre; TA - Ms Jackie Le Cornu and ELSA - Ms Anya Martin.
- Extension of the Student Support provision with the new Dunlop area providing a Calm Room, Counsellor's Office and bespoke small group working spaces.
- Installation of 6 new portable laptop banks around the school site to support IT provision in the classroom.
- Relocation of the school reception to the Gate Lodge to enable more control of visitor movements on site and ensure site security.
- Complete refurbishment of the Food Room in JADAT.
- Re-design and refurbishment of the De Carteret toilets.
- Refurbishment of Humanities classrooms and corridors.

Looking forward to 2022-23

Under new leadership teams in both schools and a refreshed Governing Body, we look forward to the new school year.

And we continue to actively work with the Education Department over the feasibility study to consider options for a VCP replacement.

New Appointments

Victoria College

We are delighted with the permanent appointment of Dr Gareth Hughes. Gareth is bringing a wonderful clarity and energy to our school community and there is no doubt that the impact of the culture of kindness is working to extend beyond the College walls.

All of the newly established senior leadership team were confirmed into roles by the end of the summer term, and we wish them well in their new roles and for the years ahead. The greater certainty that this brings is already being felt through the senior school.

Victoria College Prep

At Victoria College Prep, Dan Pateman continues to lead the team and we have seen a welcome return to many activities and events that were precluded during the pandemic. We said goodbye to George Lumley and are grateful for his contribution during his time with us. We are looking forward to welcoming Emily Rose Kimber as Deputy Head to our school community.

The Governors look forward to working closely with them as they lead the schools in the year ahead and start to realise the aspirations and ambitions of our school community.

I would also like to thank, Mr Brian Watts, the outgoing Chair for his support to both schools over the past five years. Through Brian's hard work and perseverance, he oversaw and contributed fully to many aspects of school life and used his experience to develop a fully functioning Governing Body. We wish him well in his retirement.

The Governing Body also welcomed Mrs Katya Petty as the Clerk to the Governors.

With best wishes,

Richard Stevens

Chair of the Board of Governors

Board of Governors

The Victoria College Preparatory School and Victoria College Board of Governors was constituted as follows (as of July 2022):

Parent Governors

Elected by the parents of students at Victoria College and Victoria College Preparatory School:

| | |
|-------------------------|-----------------------|
| Mr Colin Smith (VCP) | Term to November 2024 |
| Mrs Tina Caldeira (VCJ) | Term to October 2024 |
| Mr Robert Kirkby | Term to October 2023 |

Elections for one VCP Parent Governors are scheduled to take place at the beginning of the Autumn Term 2022

Invited Governors

Invited Governors are chosen by the Parent and Staff elected Governors to reflect an appropriate balance of interests and to help provide links with the local community. Members might have an academic or teaching background, professional, commercial or financial experience, an association past or present with the school or involvement in work with or for the local community.

| | |
|----------------------------------|---|
| Mr Richard Stevens (VCJ) (Chair | Term to June 2024 |
| Dr Deryn Doyle | Term to June 2022 (extended to June 2025) |
| Mr Nick Cawley (Vice Chair) | Term to September 2023 |
| Mr Paul Willing | Term to September 2023 |
| Mr Simon Marks (Vice Chair) | Term to February 2022 (extended to February 2025) |
| Mr Richard Bidmead | Term to October 2023 |
| Mrs Alexandra Ruddy (Vice Chair) | Term to December 2024 |
| Mr Lee Bosio | Term to January 2025 |
| Mrs Susana Rowles | Term to December 2024 |

Staff Governors

Elected by, and from, the staff at Victoria College and Victoria College Preparatory School:

| | |
|--------------------------|------------------------|
| Miss Sofia Nicolle (VCP) | Term to September 2025 |
| Miss Rebecca Kane (VCJ) | Term to June 2025 |

CYPES Department representative

| | |
|--------------|-----------------------|
| Mrs K Sugden | Senior Adviser, CYPES |
|--------------|-----------------------|

Right of attendance

| | |
|--|---|
| Deputy Inna Gardiner | Minister for Education or her nominee or a person nominated by either of them for the purpose |
| The Attorney General and Solicitor General | |
| Dr Gareth Hughes | Headmaster (VCJ) |
| Mr Dan Pateman | Headteacher (VCP) |

In Attendance

Mr Patrick Crossley

(role vacant as at July 2022)

Mrs Katya Petty

Deputy Headmaster (VCJ)

Deputy Headteacher (VCP)

Clerk to the Board of Governors

Representations

Representations to the Board of Governors may be made at any time by writing to the Chair, c/o the Clerk to the Board of Governors at Victoria College, Mont Millais, St Helier, Jersey JE1 4HT.

Amendments to the Board of Governors during the academic year 2021-2022**Extended/Re-elected**

Dr Deryn Doyle (June 2025)

Departures

Mr Brian Watt (March 2022)

Mr Henry Job (June 2022)

Mr George Lumley (December 2021)

Arrivals

Mrs Alexandra Ruddy (December 2021)

Mrs Susana Rowles (December 2021)

Mrs Tina Caldeira (October 2021)

Mr Colin Smith (November 2021)

Mr Lee Bosio (January 2022)

Meetings

The Board of Governors met on the following dates and heard/discussed the following matters:

23 November 2021

- Presentation by the Children’s Commissioner
- Board of Governors’ administration
- Headteachers’ report
- Subcommittees’ reports
- Policy review and endorsement
- Strategic Plan review

1 March 2022

- Presentation by VCP on Rights Respecting Schools
- Board of Governors’ administration
- Headteachers’ report
- Subcommittees’ reports
- VCJ Headteacher appointment
- Policy review and endorsement
- Strategic Plan review
- Governor training

21 June 2022

- Update for the Joint student forum VCJ/JCG
- Sale of land
- Board of Governors’ administration & governance
- Revised constitution approval
- Headteachers’ report
- Subcommittees’ reports
- Strategic Plan

This report summarises the discussions and decisions taken by the Board of Governors in the academic year 2021-2022.

Policies

The College has many policies in place and these are reviewed annually. A list of the policies available on the school website is given below and additional policies are published in the Staff Handbook. General policies can also be found in the education section of the [Government of Jersey](https://www.governmentofjersey.gouv.je/) website.

Individual policies are available on application to Dr Gareth Hughes, Headteacher (for Victoria College) or Mr Dan Pateman, Headteacher (for VCP) or via the Victoria College website at www.victoriacollege.je

Victoria College

- Admissions
- Attendance and Punctuality
- Careers, Education, Information and Guidance (CEIAG)
- Complaints
- Counter Bullying
- Culture and Ethos
- Curriculum, Teaching & Learning
- Equality and Diversity
- Fees
- Home College Agreement
- Jersey Premium
- Missing Child
- Mobile Phones
- Privacy Notice
- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Uniform and Appearance

Victoria College Preparatory

- Admissions
- Administration of Medicines
- Attendance
- Behaviour
- Complaints
- Counter Bullying
- Curriculum, Teaching & Learning
- Equality and Diversity
- Fees
- Homework
- Jersey Premium
- Privacy Notice
- Safeguarding and Child Protection
- SEN

Financial report

Victoria College & Victoria College Preparatory School

| | | Year Ending 31 December 2021 | Year Ending 31 December 2020 |
|---|---|---------------------------------|---------------------------------|
| Pupils on roll | | | |
| Victoria College | Spring | 684 | 659 |
| | Summer | 687 | 658 |
| | Autumn | 675 | 684 |
| Victoria College Preparatory | Spring | 270 | 280 |
| | Summer | 274 | 284 |
| | Autumn | 273 | 270 |
| Fees charged (per term) | | | |
| Victoria College | Spring | 2164 | £2,060 |
| | Summer | 2164 | £2,060 |
| | Autumn | 2240 | £2,060 |
| | % increase | 3.50% | 7.50% |
| Victoria College Preparatory | Spring | 2144 | £2,042 |
| | Summer | 2144 | £2,042 |
| | Autumn | 2219 | £2,042 |
| | % increase | 3.50% | 7.50% |
| Government of Jersey Grant (per pupil per annum) | | | |
| | Victoria College | £3,282 | £3,239 |
| | Victoria College Preparatory | £1,110 | £1,101 |
| Funding from Government of Jersey | | £ | £ |
| Government of Jersey Grant | | 2,540,915 | 2,466,179 |
| 6th Form Bursary | | 51,912 | 49,440 |
| Jersey Premium | | 20,000 | 11,139 |
| Less Corporate deductions | | -29,474 | -28,619 |
| Total Net Grant | | 2,583,353 | 2,498,139 |
| Income | | £ | £ |
| School Fees | | 6,261,442 | 5,847,306 |
| Other Income | Hire of Facilities | 8,172 | 1,015 |
| | Recharges to other schools & miscellaneous income | 135,918 | 113,138 |
| Total Income | | 6,405,532 | 5,961,459 |

Victoria College & Victoria College Preparatory School

| Expenditure | Year Ending 31 | Year Ending 31 |
|---------------------------|------------------|------------------|
| | December 2021 | December 2020 |
| | £ | £ |
| Teaching Staff | 5,809,339 | 5,810,279 |
| Non-Teaching Staff | 1,355,807 | 1,340,755 |
| Premises | 528,082 | 338,359 |
| Supplies and Services | 573,746 | 342,398 |
| Administrative costs | 195,948 | 184,236 |
| Financial Assistance | 142,351 | 126,104 |
| | 8,605,273 | 8,142,131 |
| Property Occupancy Charge | 240,000 | 240,000 |
| Langford | 74,827 | 72,991 |
| Total Expenditure | 8,920,100 | 8,455,122 |

| Summary | £ | £ |
|-------------------------------------|-------------------|-------------------|
| Income | 6,405,532 | 5,961,459 |
| Expenditure | -8,920,100 | -8,455,122 |
| Net Income/Expenditure | -2,514,568 | -2,493,663 |
| Net Grant from Government of Jersey | 2,583,353 | 2,498,139 |
| Net Surplus/Deficit | 68,785 | 4,476 |
| Brought forward | -3,524 | -208,000 |
| Budget Adjustment Capital | 13,917 | |
| Provision | | |
| Capital Drawdown | | 200,000 |
| General Surplus c/fwd | 79,178 | -3,524 |

| Capital Provision | £ | £ |
|--------------------------------|----------------|----------------|
| Capital ringfenced | 288,874 | 523,874 |
| Cashflow loan | Note 1. | -200,000 |
| Capital project | Note 2. | -35,000 |
| Total Capital Provision | 288,874 | 288,874 |

Notes

1. Temporary funding pursuant to MD-ESC-2018-0008 used to support the strategic 5-year plan.
2. Capital project completed in February 2020, omitted from previous figures in error.

Governance, Leadership and Management Subcommittee

The Governance, Leadership and Management Sub-Committee (GLM) met formally at least once a term. These meetings were supplemented by ad hoc meetings and visits to both VCP and VCJ by members of GLM to improve their understanding of the schools and to provide both a level of oversight on key areas and additional support to the Executive teams.

Purpose

GLM's main role is to oversee the structure that ensures the strategic objectives of the schools are realised. This includes monitoring the quality of leadership in and management of both VCP and VCJ, together with the provision of essential information to the Board or Governors. GLM also monitors the handling of any complaints or concerns.

This is an overview of the academic year 2021-2022.

Performance and Monitoring

We have sought to maintain active oversight of the way the schools are operating. This has included:

- Board reporting with key performance indicators standardised across both schools
- Rolling review of policies, processes and procedures consistently in both schools.
- Complaint handling and maintenance of Critical Processes grids with GLM regularly sighted on emerging themes.
- Maintaining a focus on Diversity and Inclusion.
- Conducting the annual Governance Questionnaire and leading on required improvements identified in this process of increased training and ensuring the improved training is actually delivered.

Board of Governors' Administration

GLM has provided oversight for the role of the Governors. This has included:

- Publication of the Governors' Annual Report.
- Maintaining and ensuring compliance with the Governors' Code of Conduct.
- Monitoring the provision of adequate training for Governors.
- Maintaining a skills audit and Register of Interests for Governors.
- Ensuring the Board of Governors properly manages the various succession issues.
- Providing oversight to the appointment of new Governors (elected and invited) to meet the skills gaps identified in the skills audit.

Constitution

The constitution of the Board of Governors was updated last year. This piece of work involved input from all stakeholders including the head teachers and CYPES. The updated constitution will allow the Governors to review the terms of reference for each subcommittee in due course. We are particularly grateful to Alex Ruddy for leading on this task.

Conclusion

We are delighted that we have finally agreed the constitution. We will now review the sub-committee structure as we seek to maintain and to improve their high standards of reporting and measurement.

Simon Marks

Chair, GLM Sub-Committee

Teaching and Learning Subcommittee

The academic year 2021-22 saw the beginning of the ‘new normal’ in teaching and learning and it has been clear that both schools have enhanced their provision, reflected on their practice and strengthened their approaches to teaching and learning. This year saw the return of external examinations for students in Year 11 and Year 13 at Victoria College and the students produced a series of excellent academic results. At GCSE students collectively achieved a Value Added of 0.65 which was above the College strategic target of 0.5. At A Level the College’s ALPS score, which measures progress from GCSE, placed it in the top 15% of schools nationally. At Victoria College Preparatory academic progress in Year 4 and Year 6 continued to be excellent with the vast majority of students achieving Age Related Expectations and a large proportion working at Greater Depth. It is clear that academically the students at both schools have been well supported by their teachers and have managed to excel in their learning despite the challenges of the last two years.

Victoria College Preparatory School:

Teaching and Learning at Victoria College Prep continued to thrive in 2021-22. Progress is underpinned by a strong School Improvement Plan, dedicated teachers and a universal desire to offer the best possible opportunities for all students. Further staff training on instructional teaching and Rosenshine’s principles has led to shared values amongst staff and a culture of collaboration. A focus of the year was the promotion of Bilingualism across school and a greater focus on tracking the progress of EAL and MLL students. Science as a discrete subject has gone from strength to strength and the governors enjoyed the opportunity to drop-in to a staff feedback and training session. In classrooms a great deal of energy has gone into identifying and closing any gaps as a result of Covid – particularly for those in the youngest years – and impressively accurate tracking has helped to identify those pupils in need of additional support. George Lumley moved on at Easter but the appointment of Emily-Rose Kimber to the position of Deputy Head offers further opportunities for development of Teaching and Learning at VCP.

Victoria College

Victoria College has streamlined its vision for Teaching and Learning and now focuses on Academic Excellence, a Culture of Kindness and Developing our People. New strategic plans for each of these areas are being developed for 2022-23. This academic year saw a great focus on restructuring the staffing to support academic excellence and the new SLT configuration offers significant opportunities for further growth in this area with two members of SLT new focused on teaching and learning specifically. The SEND provision at VCJ underwent an external review and an action plan was developed. Tangible changes have been undertaken to further strengthen the provision to ensure Academic Excellence is achievable for all students. Governor visits to VCJ have noted the impact of the new location and leadership structure of the SEND department and the strong provision for students in classrooms was evident to see. The Governors were also pleased to welcome Iain Durkin – Head of Mathematics – who gave an inspiring presentation on his vision for the Maths department: Aspire, Enjoy, Achieve. Academic results in Mathematics, at A Level particularly, were strong this year and so we look forward to seeing the long-term success of this vision.

Changes to the options structures at GCSE and the KS3 curriculum were embedded this year and students now enjoy a wider and more flexible curriculum more suited to individual needs and interests. Work on Diversity, Equity and Inclusion in the curriculum has continued and significant opportunities for positive collaboration now occur with JCG.

Richard Bidmead

Chair, Teaching and Learning Sub-Committee

Safeguarding Subcommittee

The Safeguarding Sub-Committee met formally once a term. These meetings were supplemented by visits to both VCP and VCJ by members of the Safeguarding Sub Committee (CSm and TC) to improve their understanding of the schools and to provide both a level of oversight on key areas and additional support to the leadership teams.

Purpose

The purpose of the Safeguarding Sub-Committee is to provide oversight, guidance, advice and constructive challenge in supporting the schools to develop and maintain a healthy and purposeful culture of safeguarding. The Safeguarding Sub-Committee has maintained its focus on its key areas of responsibility however, the Sub-Committee remains very aware of the ongoing impact of Covid and sadly the suicide at JCG, on students, staff and parents within the context of safeguarding.

This is an overview of the academic year 2021-2022.

Performance, Monitoring and Engagement

Maintaining active oversight of the way the schools are operating has remained central to the role of the Safeguarding Sub Committee. This has included:

- Board reporting with key performance indicators standardised across both schools.
- Governor visits that have focused on safeguarding themes including how safeguarding policies, processes and procedures are applied in both schools.
- Review of safeguarding training and the completion of Governor's safeguarding training.
- Safeguarding Sub Committee being regularly briefed on emerging safeguarding themes.
- Ensuring regulatory compliance, in accordance with the requirements of the Jersey Schools' Review Framework and Keeping Children Safe in Jersey Schools.
 - Standardisation of safeguarding data packs and efforts to address timelines for submission to allow informed, focused conversation on safeguarding matters.

Key Themes

Collaborative efforts continue between the schools (JCG and VCJ) with a focus on learning and providing greater support for all students, from the tragic passing of Kezia Mason from JCG. Both schools have implemented procedures and services to ensure that students know whom they can speak with should they need to, and avenues to be explored should extra support be required outside of school.

The high priority for both Colleges to work towards a safer and more tolerant culture continues with VCJ's 'culture of kindness' becoming firmly embedded into the language, actions and thought processes of its students.

The Children's Commissioner attended the Board of Governors last November, with presentations made by students from both schools.

Both school websites have been updated to include access to safeguarding and child protection policies whilst identifying key members of staff to contact with safeguarding concerns. Matter raised by our senior advisor was to ensure that 'Raise a concern' button was clearly evident on both school parts of the website.

Counter-bullying remains a key focus of both VCJ and VCP with efforts to educate the boys through assemblies being adopted along with consistent consequences for transgressions. Recorded incidents of Bullying have dropped in both schools.

Vaping appears to be less of a concern following efforts to highlighting and implementing the consequences of engaging in it. The closure of certain vaping hot spot areas (one of the toilet areas) appears to have helped the situation also.

VCP have developed a new alternative provision for 3 students in year 5 who have been submitted for a RoN. VCP are still awaiting the outcome of these applications.

VCJ have moved their 'student support' unit to the heart of the school to help access and break down stigma around accessing support. A new ELSA (Emotional Literacy Support Assistant) has also been appointed and early reports are very positive.

Ongoing Matters

Ongoing matters under discussion at the Committee include:

- Greater collaboration between the Safeguarding Committees of VCJ and JCG to share best practice and with the opportunity for wider contact with other Island schools in due course.
- Continuing oversight of the Rights Respecting Schools programme, as both VCJ and VCP have achieved silver award and are working towards the gold standard.
- Online safety – PSHE curricula involve education on this topic. Extremism appears to be on the increase and may need monitoring and further inclusion into PSHE lessons.
- Site security – linked to critical incident training.
- MyConcern, to record concerns of a safeguarding nature, becoming more widely used with a new rota system in operation at VCJ
 - Demand for school counselling appears to be greater than the current provision and is an area for thought moving forward
 - Attendance – this is still affected by Covid-19 and protocols in place around it. Notwithstanding this, the question has been raised if the target for attendance should be raised to 96% rather than 95%. VCJ attendance is now involving Heads of Year in a more significant manner.

Conclusion

Both schools continue to work openly, transparently and tirelessly to improving the safeguarding culture we are aiming to provide. The pro-active approach and positive engagement with their respective professional advisors and their responses to recommendations in meeting emerging challenges is welcomed. We continue to champion well-being, inclusivity and diversity and promote a culture of vigilance within the schools. We thank the staff for their continued hard work in these areas.

Colin Smith

Chair, Safeguarding Sub-Committee

Marketing Subcommittee

The Sub-Committee members were appointed in January 22 and as new invited Governors took some time to embed into the role. The Sub-Committee focused its initial efforts on developing ways of working with the schools to move towards a position where its members can perform informed scrutiny.

A yearly agenda based on the updated ToR was created in consultation with both schools in order to retain consistency of focus and ensure all elements of Marketing are discussed and scrutinised. The new ToR developed for the Marketing Sub-Committee provides a broader focus and clarifies its purpose with a renewed focus on strategic aims replacing tactical activity monitoring. Particular focus was given to command words within the ToR to support the school's to:

- Develop an Admissions, Marketing and Communications Strategy that meets the strategic aims;
- Monitor and challenge matters relating to the Marketing, Admissions and Communications against set objectives; and
- Advise the schools on how best to articulate "Vision, Mission and Values" in line with the strategic aims.

Student Recruitment, Admissions and Bursaries

The Sub-committee has supported VCJ's Marketing Team to formulate an engagement plan with non-fee-paying primary schools, including the removal of the registration charge to enable the schools to obtain data on boys interested in the school but unwilling to pay a fee, due to take effect for registrations from September 2023 entry; as well the translation into Portuguese and Polish of the Open day information leaflet and accompanying letter.

Open Day attendance and registration to sit the exam more than doubled from the previous year (380 Open Evening attendees this year vs 180 in 2021 / 85 sitting exam vs 42 in 2021).

There is a need to clearly set out and articulate the strategic positioning and value proposition of both schools in the wider local context, particularly in the context of the current economic climate. A move towards quantifying customer journey elements from enquiries, visits, deposit paid through to enrolment, should be sought to better understand drivers to conversion.

Key Policy Review

The Sub-Committee has undertaken a review of Admissions Policy at the start of the Academic year and has made some recommendations to the school regarding the Sixth Form offer process.

Governor Visits

Susana Rowles is stepping down as Chair in February 23 with Lee Bosio taking over from her. The two members of the Marketing Sub-Committee will continue to meet with school counterparts to concentrate on elements of the forward agenda.

Susana Rowles

Chair, Marketing Sub-Committee

Victoria College Preparatory School staff September 2021 to August 2022

Headteacher | DSL

Mr Dan Pateman, B.A. (Hons)

Deputy Headteacher | DSL

Miss Emily-Rose Kimber, B.Ed (Hons)

Finance & School Secretary

Mrs Wendy Gorvel

Admissions & Communications

Mrs Katharine Illing

Caretaker

Carlos Perestrelo

Year 3

Teacher | SLT | Phase Leader Years 3/4

Mr Sam Fisher, B.A. (Hons), PGCE

Teacher | PSHE | RE Subject Leader

Mrs Karen Bull, B.A. (Hons), PGCE

Teacher | Maths Subject Leader

Miss Sofia Nicolle, B.A. (Hons)

Year 4

Teacher | Art Subject Leader

Mrs Simone Le Feuvre, B.Ed (Hons)

Teacher |

Miss Shannon Makin, B.A. (Hons), PGCE

Teacher

Mrs Justine Blackstone, B.A. (Hons), PGCE

Year 5

Teacher | English Subject Leader

Mrs Larissa Rankin, B.A. (Hons)

Teacher | Computing Subject Leader

Mr Michael Delahunty, B.A. (Hons)

Teacher | Geog | Hist Subject Leader

Miss Harriet Simon, BSc, PGCE

Year 6

Teacher | SLT | Phase Leader Years 5/6

Miss Kelsey Rowland, B.A. (Hons)

Teacher | DT Subject Leader

Mrs Alison Hart, B.Ed (Hons)

Teacher

Miss Hannah Bolton, B.Ed. (Hons)

Specialist Subject Teachers

SENco | SLT | DSL

Miss Caroline Finch, B.A. (Hons)

Teacher of French

Mrs Emma Ecobichon, B.Ed (Hons)
(CANTAB)

Teacher of Music

Miss Robyn Lezala, B.A. (Hons)

Teacher of Science

Mrs Wendy Pateman, BSc (Hons), PGCE

Teacher of PE

Mr Ben Silva, B.A. (Hons)

Learning Support Assistant

Mr Toby Forrest

Learning Support Assistant

Mrs Lynda Le Gallais

& After School Club Mgr

Learning Support Assistant

Mrs Kelly Paterson

Learning Support Assistant

Mrs Rachel Du Feu

Learning Support Assistant

Mrs Kirsten Slatter

Learning Support Assistant

Mrs Kimberly Phipps

Learning Support Assistant

Mrs Nadine Renehan

Learning Support Assistant

Mrs Holly Howard

Learning Support Assistant

Mrs Louise Lewis

Victoria College staff

September 2021 to August 2022

Headteacher

Dr Gareth Hughes MSc, BA (Hons) (Oxon) PGCE

Deputy Headteacher

Mr Patrick Crossley, MA, MEd, BTh, FRSA

Leadership Group

Assistant Head – Academic

Mrs Karen Palfreyman, B.A. (Hons), M.A

Bursar

Mrs Carolyn Ferguson CAT, MIAB

Assistant Head – Pastoral

Mr Anthony Griffin, B.A. (Hons) PGCE

Head of Sixth Form

Mr Alan Falle, B.A. (Hons) PGCE

Senior Teacher: Co-Curricular

Mr Kieran Akers, B.A. (Hons)

Senior Teacher: Operations & Staffing

Ms Rebecca Kane, BSc (Hons)

Senior Teacher: Teaching & Learning and

Mrs Parmjeet Plummer, B.A. (Hons) PGCE, FRSA, FCCT

Staff Professional Development

Senior Teacher: Ethos & Culture

Mr Matthew Smith B.A. (Hons)

Senior Teacher: Student Support

Mr Thomas Smith, BEng (Hons)

Art

Head of Art & Display

Mr Jefferson Randles, B.A. (Hons)

Head of Photography

Ms Helen Ryan B.A. (Hons)

Computer Science

Head of Computer Science

Mr Ozzy Parkes, B.A. (Hons), PGCE

DT

Head of DT & Senior Teacher: Co-Curricular
Teacher

Mr Kieran Akers, B.A. (Hons)

Teacher

Mrs Jodi Fowler, B.Ed (Hons)

Teacher

Mr William Gorman, B.A. (Hons)

Teacher

Mr Jamie Thomas, B.A. (Hons), PG

Drama

Head of Theatre Studies

Mr Adam Warburton, B.A. (Hons)

Teacher & Academic Head of Year 7 &

Mrs Lucy Ogg, B.A. (Hons), QTS

Transition Co-ordinator

Economics and Business Studies

Head of Economics &

Mrs Dawn Murphy, B.A.(Hons), PGCE

Deputy Head of Sixth Form

Mr Brendan Carolan, B.A. (Hons)

Head of Social Sciences

Mrs Lisa De Gruchy, MA(Ed) BSc (Hons), DPS, Asoc CIPD

Head of Business Studies &

Trident Co-ordinator

English

| | |
|---|--------------------------------------|
| Head of English | Miss Marianne Adams, B.A. (Hons) |
| Academic Head of Year 8 & Student Wellbeing | Miss Jacqueline Bryan, B.A. (Hons) |
| Teacher & Student Development Co-ordinator | Mrs Elise Falla, B.A. (Hons) PGCE |
| Assistant Head - Pastoral | Mr Anthony Griffin, B.A. (Hons) PGCE |
| Teacher | Miss Rachel Kemp, M.A. PGCE |
| Second in English Department | Miss Anna Robinson, B.A. (Hons) |
| Teacher & Academic Lead KS4 | Miss Olivia Varney, B.A. (Hons) PGCE |

Geography

| | |
|--|---|
| Head of Geography | Mr Daniel Hodder, BSc, PGCE |
| Teacher & Duke of Edinburgh Co-ordinator | Mrs Miranda Blackmore, BSc (Hons) PGCE |
| Assistant Head – Academic | Mrs Karen Palfreyman, B.A. (Hons), M.A. |
| Teacher | Miss Holly Shrimpton, B.A. (Hons), QTS |

History

| | |
|---------------------------------------|--|
| Head of History | Mr Bram Wanrooij, M.A., M.Ed |
| Senior Teacher: Teaching and Learning | Mrs Parmjeet Plummer, B.A. (Hons) PGCE |
| Teacher | Mrs Rachel Smith, B.A.(Hons), PGCE |
| Teacher | Ms Nataly Miorin, B.A. (Hons), PGCE, MA, NPQSL |
| Teacher | Miss Holly Shrimpton, B.A. (Hons), QTS |

Mathematics

| | |
|-------------------------------------|---|
| Head of Mathematics | Mrs May Brennand, M.Maths, PGCE |
| Teacher & Housemaster (Braithwaite) | Mr Iain Durkin |
| Teacher, Data Manager & Timetabler | Miss Angela Matthews, BSc (Hons) |
| Teacher | Ms Vanessa McGrath, BSc (Hons) |
| Academic Head of Year 9 and SENco | Mrs Orla Priestley, BSc (Hons), MSc |
| Teacher | Mrs Majella Raindle, BSc ED (Hons) M.Sc |
| Teacher | Mrs Carys Williams, BEng (Hons) PGCE |

Modern Foreign Languages (MFL)

| | |
|---------------|---|
| Head of MFL | Ms Monica Perestrelo, B.A. (Hons), PGCE |
| Second in MFL | Mrs Nicole Edgecombe, M.A., B.A. (Hons) |
| Teacher | Ms Cristina Herrera-Martin BA (Hons), B.Ed. |
| Teacher | Miss Maria Innes, B.A., PGCE |
| Teacher | Ms Valérie Videt, Licence ès Lettres |

Music

| | |
|-------------------|---|
| Director of Music | Mr Francis Murton, B.Mus, LRAM, LTCL, ARCO, ACIEA |
| Teacher | Mrs Emma Davies, B.A. (Hons), PGCE |

Religious Education (RE)

| | |
|--------------------|--|
| Head of RE | Mr Gareth Bloor, BD (Hons), MA |
| Deputy Headteacher | Mr Patrick Crossley, MA, MEd, BTh, FRSA |
| Teacher | Miss Stephanie Flanagan, B.A. (Hons), PGCE |
| Teacher | Miss Holly Shrimpton, B.A. (Hons), QTS |

Science

| | |
|--|---|
| Chemistry Teacher & Housemaster (Dunlop) | Mr Samuel Coe, BSc (Hons) |
| Head of Physics | Dr Steven Cooke, B.Eng. (Hons) Ph.D. |
| Biology Teacher & Housemaster (Diarmid) | Mr David Cox, B.A., B.Ed. (Hons) |
| Senior Teacher: Staffing & Operations, Examinations Assistant & Biology Teacher | Ms Rebecca Kane, BSc (Hons) |
| Chemistry Teacher | Mr Michel Morel, B.A. (Hons) PGCE, AKC |
| Physics Teacher | Mr Russell Peters, BSc. QTS |
| Head of Biology & Head PSHE/ KS3 Enrichment | Dr Jane Richardson, PhD, BSc (Hons), PGCE |
| Senior Teacher: Student Support & Physics Teacher | Mr Thomas Smith, B Eng (Hons) |
| Head of Chemistry | Mr Matthew Widdop, M.Chem (Oxon), FRSC |

Sports

| | |
|---|------------------------------------|
| Director of Sport | Mr Sam Habin, B.A. (Hons) |
| Head of Hockey & Housemaster (Bruce) | Mr Joseph Crill, B.Sc. (Hons) PGCE |
| Head of Sixth Form | Mr Alan Falle, B.A. (Hons) PGCE |
| Second in PE, Head of Rugby & Celebrations & Rewards | Mr Richard Picot, B.Sc. |
| Housemaster (Sartorius) | Mr Andrew Royle, B.Sc. (Hons) |
| Senior Teacher: Ethos & Culture | Mr Matthew Smith, B.A. (Hons) |

SENCO

| | |
|--|------------------------------------|
| SENCO, Academic Head of Year 9 | Ms Orla Priestley, BSc (Hons), MSc |
| Academic Head of Year 8 and Student Wellbeing | Miss Jacqueline Bryan, B.A. (Hons) |
| Head of Inclusion | Mrs Susan Watkins, B.Ed. (Hons) |

Combined Cadet Force (CCF)

| | |
|-----------------------------|------------------|
| CCF School Staff Instructor | WO1 James McGarr |
|-----------------------------|------------------|

Support Staff

| | |
|---------------------------------------|-------------------------|
| Reprographics and Admin Assistant | Mrs Paula Andrew |
| Site Manager | Mr Simon Barnett |
| Technician (Design and Art) | Mr Richard Caldeira |
| Teaching Assistant | Mrs Liza Choudhury |
| Finance Assistant | Mrs Marilyn Cox |
| Examinations Officer | Ms Liz Croft |
| Data, Admissions & Fees Administrator | Mrs Isabelle Cunningham |
| Attendance Officer | Mrs Trezinha Gosselin |
| French Assistante | Mrs Sophie Harris |
| Sixth Form Admin and Careers | Mrs Suzanne Job |
| Marketing Officer | Mrs Charlotte Lavigne |
| IT Support Technician | Mr Adam Le Boutillier |
| School Secretary | Mrs Tracey Le Jehan |
| Caretaker | Mr Adam May |
| Senior Laboratory Technician | Mr Philippe Mouazan |
| Headteacher's PA | Mrs Katya Petty |
| IT Support Technician | Mr Chris Purdie |

Caretaker
School Counsellor
School Business Manager
Laboratory Technician
Library/ Resource Centre Manager

Mr Stephen Purdie
Mrs Alicja Raffray
Mrs Michelle Ritchie
Mrs Lorna Swanwick
Mr James Wooldridge

Curriculum

Victoria College Preparatory School

Our curriculum at VCP aims to be inspiring, challenging and engaging. We seek to provide a wide range of opportunities and experiences which ignite interest and create a continuous desire to learn.



Our curriculum has been created to provide quality teaching and learning experiences. We aim to:

- nurture a positive and passionate approach to learning
- create academic and extra-curricular opportunities for all pupils to fulfil their potential.

VCP offers a broad, balanced, relevant, differentiated and inclusive curriculum to all pupils.

Support for pupils with Special Educational Needs, and those for whom English is an additional language, is identified, implemented and monitored in class. Pupils are provided with opportunities to extend their skills and talents, with teachers aiming to provide opportunities for challenge and to demonstrate greater depth of learning.

Achievement and a genuine love of learning are at the heart of life at Victoria College Preparatory School. We endeavour to develop and nurture aspirational students who are respectful, resourceful and resilient by providing a wide range of opportunities in our broad and balanced curriculum. We see learning as a collaborative process between adults and students, between home and school, with a focus on developing well rounded students ready to embrace local and global challenges and continuing future success.

All aspects of Prep life offer challenge in a stimulating and nurturing environment. Traditional values and ethos are encompassed with a flexible and creative approach to teaching and learning.

We have an understanding that global developments and change are constant; therefore, we believe learning is a continuous process of acquiring new knowledge, concepts and skills and developing positive attitudes and dispositions. Ultimately, it is our aim that our children will develop a desire to learn and succeed through their own personal motivation and perseverance, based on the development of our four Victoria College Preparatory School core values.



Victoria College

VCJ follows the Jersey Curriculum on a 25-period week, with lesson times of 60 minutes. There is a 10 minute morning registration which allows the daily briefing to be shared and key messages delivered.

In 2021-22 we further developed our Key Stage 3 Enrichment offering, with one period in Year 7 and two in Year 8. This has allowed us to further develop our Oracy and study skills provision, as well as building in lessons on money matters, stop-animation, First Aid and research and presentation skills. An interim role of Head of PSHE and Enrichment ensured centralised planning of units and delivery, and timetabling Year 8 lessons in P5 allowed off-site visits to take place. Following the appointment of an additional member of staff to the Computer Science department, a Digital Literacy rotation can now be staffed by specialist teachers from September 2022. Next year's timetabled Enrichment lessons will also include Food and Nutrition, as well as a creative rotation of Art, Music and Drama.

Collaboration between JCG and VCJ has led to the successful timetabling of Year 7 PSHE lesson at the same time in each College, allowing joint lessons and presentations to take place at intervals throughout the year. This has been well-received and very successful; we will continue to liaise with JCG to ensure that this collaboration is able to continue.

In KS4 we have made a number of changes to our curriculum. From September 2022 students will no longer take RE short course as a compulsory subject, nor will MFL be compulsory. Students will study our core curriculum of English Language, English Literature, Maths and at least two Sciences. They can then select four other subjects; we advise students to choose Spanish or French, and recommend they choose at least one Humanity, but the increased flexibility allows students to build a programme more suited to their aptitude and interests. Removing compulsory RE in Y10 will enable us to timetable an additional hour of Maths per week in Year 10, bringing us in line with other schools, and ensuring greater support can be offered to the lower sets, while higher sets can complete Further Maths within their timetabled lessons, rather than at lunchtime / after school. From September Short course RE will be taught for one hour per week in Year 11, enabling Year 11 to have a full hour of PE as well as Games lessons, rather than PE eating into tutor time as it has over the past few years.

At A Level students continue to select three A Level subjects from a huge array of subjects offered by VCJ and our consortium partners; they can also choose to take CTEC and other L3 Qualifications at Beaulieu. This year Politics has been added to the VCJ curriculum. Collaboration with JCG allows us to co-teach Music and Drama, where set sizes would not otherwise be viable for either college; we have also been able to temporarily share teaching of Economics as our sole Economics teacher was appointed interim Deputy Head of Sixth. We continue to welcome students from JCG, De La Salle and Beaulieu to study with us. Our Enrichment programme continues to thrive, with students taking wide-ranging courses, from LAMDA, A Level Photography and Sports Coaching qualifications, to TEFL, conversational language and cooking lessons. EPQ continues to attract a strong cohort, with 40 or so students embarking on the qualification, and a final submission of approximately 25 projects.

Super-curriculum

Both Victoria College Preparatory School and Victoria College provide a full and diverse programme of super-curriculum opportunities. You are encouraged to read the latest edition of *The Victorian* to see the full extent of these opportunities and the outstanding achievements of students.

Examination Results

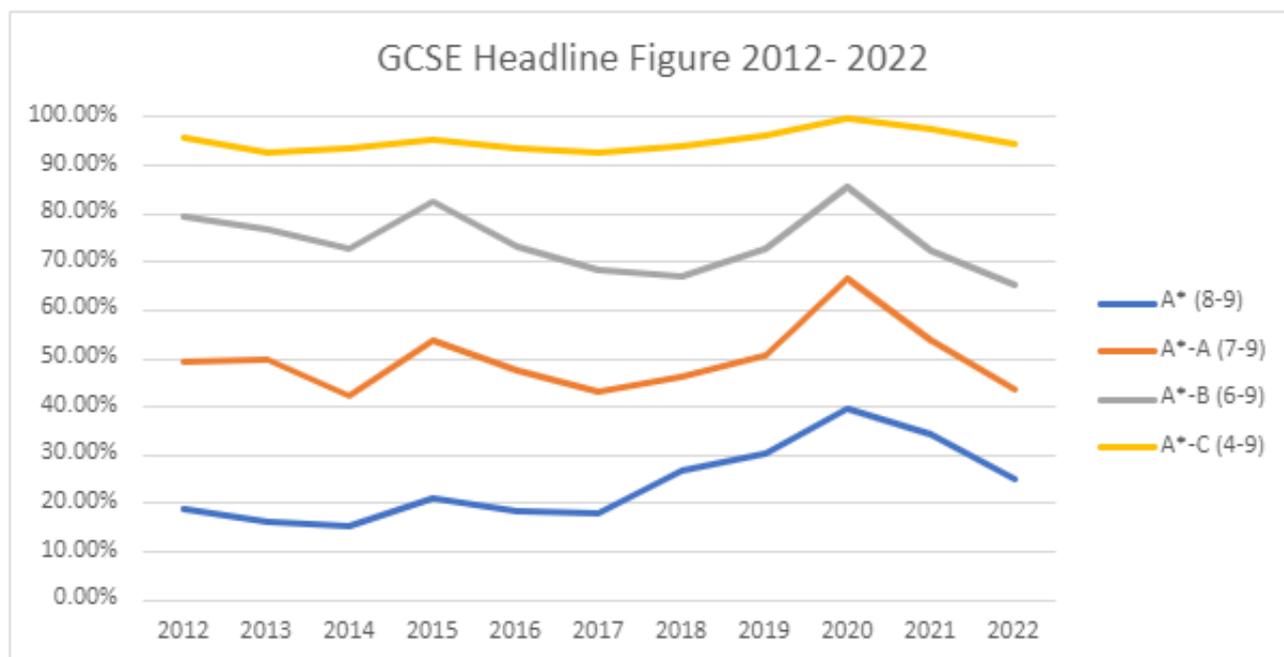
Victoria College

Summer 2022 saw the welcome return of GCSE and A Level Examinations. Some subjects saw amendments to their specifications, with elements removed to allow remaining content to be delivered. Others had papers removed, or were provided with adjustments, such as formulae sheets or Advanced Information Booklets. Students were informed of each of the individual circumstances pertaining to each subject following confirmation in February. Covid contingency included spacing of exams to allow an isolation period to be served ahead of the next paper. Following a number of appeals and remarks, final grades were as follows:

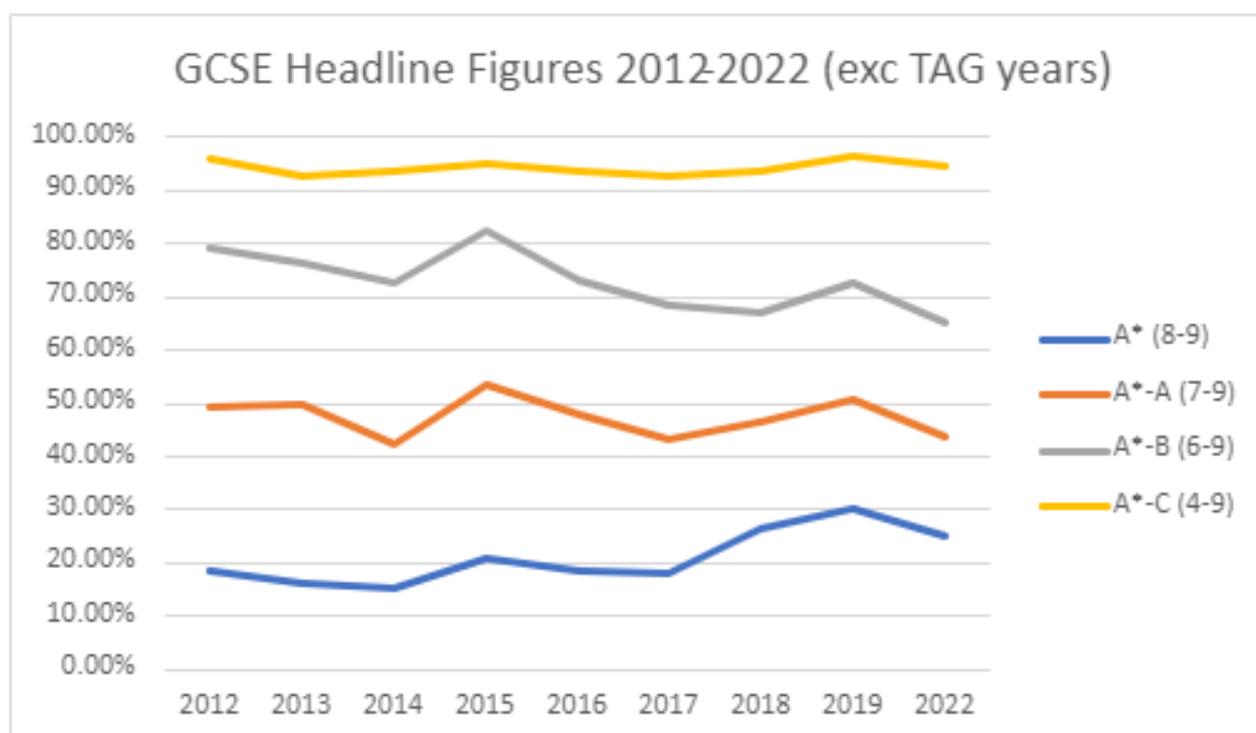
GCSE

| Subject | Grade | | | | | | | | | | Analysis | | | | | | | VA Ar |
|----------------------------------|------------|------------|------------|------------|------------|-----------|-----------|----------|----------|----------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U | Entries | % Grade 9 | % Grade 8-9 | % Grade 7-9 | % Grade 6-9 | % Grade 5-9 | % Grade 4-9 | |
| Art and Design GCSE / 9FC | 2 | 7 | 3 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 17 | 11.8 | 52.9 | 70.6 | 82.4 | 82.4 | 100.0 | 1.29 |
| Biology GCSE / 9FC | 7 | 10 | 14 | 21 | 12 | 13 | 5 | 1 | 0 | 0 | 83 | 8.4 | 20.5 | 37.3 | 62.7 | 77.1 | 92.8 | 0.46 |
| Chemistry GCSE / 9FC | 12 | 9 | 12 | 7 | 17 | 5 | 4 | 0 | 0 | 0 | 66 | 18.2 | 31.8 | 50.0 | 60.6 | 86.4 | 93.9 | 0.76 |
| Computer Science GCSE / 9FC | 4 | 6 | 2 | 6 | 2 | 2 | 1 | 0 | 0 | 0 | 23 | 17.4 | 43.5 | 52.2 | 78.3 | 87.0 | 95.7 | 1.22 |
| Design and Technology GCSE / 9FC | 5 | 7 | 8 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 29 | 17.2 | 41.4 | 69.0 | 86.2 | 100.0 | 100.0 | 2.34 |
| Drama GCSE / 9FC | 2 | 3 | 8 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 25 | 8.0 | 20.0 | 52.0 | 88.0 | 100.0 | 100.0 | 1.36 |
| English Language GCSE / 9FC | 5 | 16 | 12 | 18 | 22 | 11 | 6 | 0 | 0 | 0 | 90 | 5.6 | 23.3 | 36.7 | 56.7 | 81.1 | 93.3 | 0.48 |
| English Literature GCSE / 9FC | 5 | 7 | 19 | 24 | 22 | 12 | 0 | 0 | 1 | 0 | 90 | 5.6 | 13.3 | 34.4 | 61.1 | 85.6 | 98.9 | 0.48 |
| Food Technology GCSE / 9FC | 2 | 2 | 2 | 2 | 5 | 0 | 2 | 0 | 0 | 0 | 15 | 13.3 | 26.7 | 40.0 | 53.3 | 86.7 | 86.7 | 0.93 |
| French Language GCSE / 9FC | 2 | 9 | 10 | 6 | 22 | 6 | 8 | 1 | 0 | 1 | 65 | 3.1 | 16.9 | 32.3 | 41.5 | 75.4 | 84.6 | 0.18 |
| Further Maths | 5 | 2 | 3 | 6 | 1 | 1 | 0 | 0 | 0 | 1 | 19 | 26.3 | 36.8 | 52.6 | 84.2 | 89.5 | 94.7 | N/A |
| Geography GCSE / 9FC | 3 | 9 | 13 | 13 | 10 | 5 | 0 | 0 | 0 | 0 | 53 | 5.7 | 22.6 | 47.2 | 71.7 | 90.6 | 100.0 | 0.87 |
| History GCSE / 9FC | 2 | 2 | 6 | 14 | 11 | 8 | 8 | 1 | 1 | 0 | 53 | 3.8 | 7.5 | 18.9 | 45.3 | 66.0 | 81.1 | -0.26 |
| Maths (General) GCSE / 9FC | 10 | 13 | 15 | 23 | 20 | 8 | 1 | 0 | 0 | 0 | 90 | 11.1 | 25.6 | 42.2 | 67.8 | 90.0 | 98.9 | 0.27 |
| Music Studies GCSE / 9FC | 0 | 2 | 0 | 3 | 3 | 1 | 2 | 0 | 0 | 0 | 11 | 0.0 | 18.2 | 18.2 | 45.5 | 72.7 | 81.8 | -0.09 |
| Physics GCSE / 9FC | 18 | 7 | 10 | 6 | 5 | 2 | 0 | 0 | 0 | 0 | 48 | 37.5 | 52.1 | 72.9 | 85.4 | 95.8 | 100.0 | 1.54 |
| Religious Studies GCSE / 9FC | 9 | 14 | 19 | 23 | 13 | 7 | 4 | 1 | 0 | 0 | 90 | 10.0 | 25.6 | 46.7 | 72.2 | 86.7 | 94.4 | 0.53 |
| Spanish GCSE / 9FC | 1 | 5 | 5 | 4 | 9 | 2 | 1 | 0 | 0 | 0 | 27 | 3.7 | 22.2 | 40.7 | 55.6 | 88.9 | 96.3 | 0.63 |
| Sports Studies GCSE / 9FC | 7 | 2 | 11 | 6 | 3 | 1 | 0 | 0 | 0 | 0 | 30 | 23.3 | 30.0 | 66.7 | 86.7 | 96.7 | 100.0 | 1.83 |
| Totals | 101 | 132 | 172 | 198 | 184 | 87 | 42 | 4 | 2 | 2 | 924 | 10.9 | 25.2 | 43.8 | 65.3 | 85.2 | 94.6 | 0.66 |

Value added scores were largely positive, with a few exceptions. Historical comparisons below are shown with and without Teacher / Centre Assessed Grades. Heads of Department are asked to analyse and comment on their results during Departmental Review meetings and identify areas for concern and improvement.



| | | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|-------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| A* | (8-9) | 18.70 % | 16.30 % | 15.30 % | 20.90 % | 18.30 % | 18.10 % | 26.60 % | 30.28 % | 39.64 % | 34.28 % | 25.21 % |
| A*-A | (7-9) | 49.40 % | 49.60 % | 42.10 % | 53.60 % | 47.70 % | 43.00 % | 46.30 % | 50.88 % | 66.53 % | 53.86 % | 43.80 % |
| A*-B | (6-9) | 79.30 % | 76.60 % | 72.80 % | 82.30 % | 73.20 % | 68.50 % | 66.90 % | 72.74 % | 85.56 % | 72.25 % | 65.30 % |
| A*-C | (4-9) | 95.80 % | 92.70 % | 93.60 % | 95.20 % | 93.50 % | 92.60 % | 93.80 % | 96.36 % | 99.90 % | 97.71 % | 94.60 % |



| | | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2022 |
|-------------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| A* | (8-9) | 18.70% | 16.30% | 15.30% | 20.90% | 18.30% | 18.10% | 26.60% | 30.28% | 25.21% |
| A*-A | (7-9) | 49.40% | 49.60% | 42.10% | 53.60% | 47.70% | 43.00% | 46.30% | 50.88% | 43.80% |
| A*-B | (6-9) | 79.30% | 76.60% | 72.80% | 82.30% | 73.20% | 68.50% | 66.90% | 72.74% | 65.30% |
| A*-C | (4-9) | 95.80% | 92.70% | 93.60% | 95.20% | 93.50% | 92.60% | 93.80% | 96.36% | 94.60% |

A LEVEL

A Level results were strong, but the impact of TAGs on Value Added is evident.

| | A* | A | B | C | D | E | U | total | % A* | % A* - A | % A* - B | % A* - C | % A* - E | VA (ALPS) |
|---------------------------------------|----|----|----|----|----|---|---|-------|------|----------|----------|----------|----------|-----------|
| Art and Design Photography GCE / A | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.0 | 100.0 | 100.0 | 100.0 | 100.0 | 0.00 |
| Biology GCE / A | 1 | 2 | 3 | 3 | 4 | 1 | 0 | 14 | 7.1 | 21.4 | 42.9 | 64.3 | 100.0 | -1.50 |
| Business Studies GCE / A | 0 | 5 | 11 | 7 | 3 | 0 | 0 | 26 | 0.0 | 19.2 | 61.5 | 88.5 | 100.0 | -0.31 |
| Chemistry GCE / A | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 11 | 81.8 | 100.0 | 100.0 | 100.0 | 100.0 | 0.82 |
| Computer Studies/Computing GCE / A | 0 | 3 | 3 | 2 | 3 | 1 | 1 | 13 | 0.0 | 23.1 | 46.2 | 61.5 | 92.3 | -0.92 |
| D&T Product Design GCE / A | 1 | 1 | 3 | 3 | 2 | 0 | 0 | 10 | 10.0 | 20.0 | 50.0 | 80.0 | 100.0 | -0.50 |
| Drama GCE / A | 0 | 3 | 3 | 1 | 1 | 0 | 0 | 8 | 0.0 | 37.5 | 75.0 | 87.5 | 100.0 | -0.25 |
| Economics GCE / A | 3 | 4 | 5 | 2 | 1 | 0 | 0 | 15 | 20.0 | 46.7 | 80.0 | 93.3 | 100.0 | -0.27 |
| English Language & Literature GCE / A | 0 | 5 | 6 | 7 | 0 | 0 | 0 | 18 | 0.0 | 27.8 | 61.1 | 100.0 | 100.0 | -0.11 |
| English Literature GCE / A | 2 | 1 | 3 | 1 | 1 | 0 | 0 | 8 | 25.0 | 37.5 | 75.0 | 87.5 | 100.0 | -0.25 |
| Fine Art GCE / A | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 8 | 50.0 | 75.0 | 100.0 | 100.0 | 100.0 | 1.00 |
| French GCE / A | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.0 | 100.0 | 100.0 | 100.0 | 100.0 | 0.00 |
| Geography GCE / A | 3 | 10 | 5 | 5 | 0 | 0 | 0 | 23 | 13.0 | 56.5 | 78.3 | 100.0 | 100.0 | 0.13 |
| History GCE / A | 2 | 6 | 8 | 4 | 0 | 0 | 0 | 20 | 10.0 | 40.0 | 80.0 | 100.0 | 100.0 | -0.25 |
| Logic/Philosophy GCE / A | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0.0 | 100.0 | 100.0 | 100.0 | 100.0 | 0.50 |
| Mathematics GCE / A | 13 | 9 | 2 | 4 | 3 | 2 | 0 | 33 | 39.4 | 66.7 | 72.7 | 84.8 | 100.0 | -0.21 |
| Mathematics Further GCE / A | 3 | 5 | 0 | 1 | 0 | 0 | 0 | 9 | 33.3 | 88.9 | 88.9 | 100.0 | 100.0 | 0.11 |
| Media | 3 | 1 | 6 | 5 | 0 | 0 | 0 | 15 | 20.0 | 26.7 | 66.7 | 100.0 | 100.0 | 0.13 |
| Music Technology GCE / A | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 | 0.00 |
| Physics GCE / A | 10 | 5 | 4 | 2 | 0 | 0 | 0 | 21 | 47.6 | 71.4 | 90.5 | 100.0 | 100.0 | 0.19 |
| Politics GCE / A | 1 | 2 | 2 | 2 | 1 | 1 | 0 | 9 | 11.1 | 33.3 | 55.6 | 77.8 | 100.0 | -0.56 |
| Psychology GCE / A | 2 | 3 | 7 | 8 | 5 | 1 | 0 | 26 | 7.7 | 19.2 | 46.2 | 76.9 | 100.0 | -0.62 |
| Sport/PE Studies GCE / A | 1 | 5 | 6 | 2 | 0 | 2 | 0 | 16 | 6.3 | 37.5 | 75.0 | 87.5 | 100.0 | -0.25 |
| | | | | | | | | | | | | | 99.7 | |
| Totals | 58 | 77 | 79 | 62 | 23 | 9 | 1 | 308 | 18.8 | 43.8 | 69.5 | 89.6 | | -0.14 |

Alps A level - Quality Indicator - C
Alps Connect Interactive Report | Victoria College Jersey | a.r

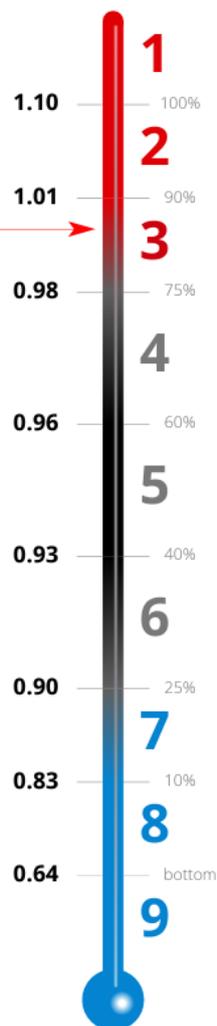
Alps Connect report 2022 © Alkenygold Ltd

Value Added Score

$$1 + \left(\frac{\text{Actual pts} - \text{Expected pts}}{\text{Entries} \times 100} \right)$$

$$1 + \left(\frac{31,780 - 31,917.00}{307 \times 100} \right) = 1.00$$

A level QI score = 1.00 QI grade = 3



www.alps.education

| Subject | Entries | Expected Points | Actual Points | Score | Grade |
|-----------------------------|---------|-----------------|---------------|-------|-------|
| A - Art (Fine Art) | 8 | 796.82 | 1,000 | 1.25 | 2 |
| A - Art (Photography) | 1 | 109.82 | 120 | 1.10 | 5 |
| A - Biology | 14 | 1,570.25 | 1,180 | 0.72 | 7 |
| A - Business Studies | 26 | 2,423.54 | 2,440 | 1.01 | 5 |
| A - Chemistry | 11 | 1,321.46 | 1,500 | 1.16 | 1 |
| A - Computer Science | 12 | 1,244.42 | 980 | 0.78 | 7 |
| A - D&T (Product Design) | 10 | 954.42 | 920 | 0.97 | 5 |
| A - Drama & Theatre Studies | 8 | 821.63 | 800 | 0.97 | 6 |
| A - Economics | 15 | 1,645.80 | 1,620 | 0.98 | 5 |
| A - English Lang. & Lit. | 18 | 1,730.60 | 1,760 | 1.02 | 4 |
| A - English Literature | 8 | 860.30 | 840 | 0.97 | 5 |
| A - French | 1 | 109.82 | 120 | 1.10 | 2 |
| A - Geography | 23 | 2,336.55 | 2,520 | 1.08 | 2 |
| A - Government & Politics | 9 | 904.67 | 840 | 0.93 | 7 |
| A - History | 20 | 2,104.25 | 2,100 | 1.00 | 4 |
| A - Maths (Further MEI) | 9 | 1,087.64 | 1,100 | 1.01 | 4 |
| A - Maths (MEI) | 33 | 3,751.27 | 3,660 | 0.97 | 4 |
| A - Media Studies | 15 | 1,393.15 | 1,540 | 1.10 | 4 |
| A - Music Technology | 1 | 79.00 | 80 | 1.01 | 3 |
| A - Philosophy | 2 | 225.33 | 240 | 1.07 | 2 |
| A - Physical Education | 16 | 1,506.42 | 1,560 | 1.03 | 3 |
| A - Physics | 21 | 2,469.62 | 2,560 | 1.04 | 2 |
| A - Psychology | 26 | 2,470.22 | 2,300 | 0.93 | 5 |
| Totals | 307 | 31,917.00 | 31,780 | | |

Alps

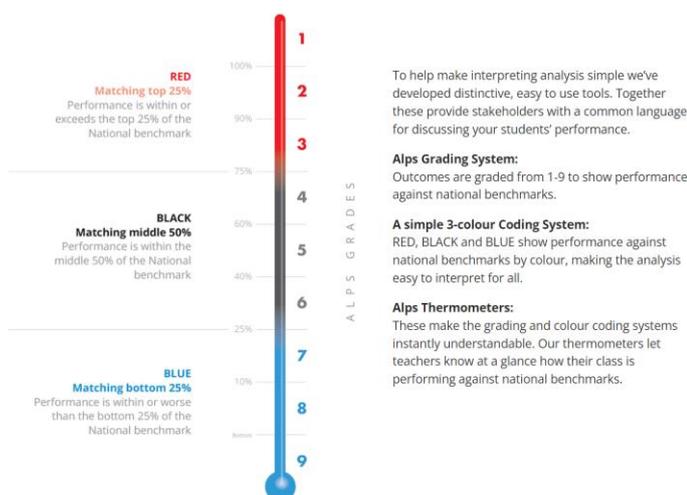
ALPS

The Alps Thermometer shows how our departments, and the College as a whole, are performing at A Level compared to national benchmarks. The 1-9 grading scheme is based upon the outcomes of students in their A Levels compared to their expected outcomes based upon their GCSE results. These are more valuable than simply value-added figures as it compares value added across large numbers of schools and subjects. For example, students studying Psychology are more likely to see above expected grades than those studying Physics due to the nature of the cohort studying these subjects.

Our aspiration for the College is to achieve an ALPS Score of 2. This would place us in the top 10% nationally for performance at A Level based on our cohort's prior attainment. All departments have a target of a 2 for ALPS scores; however, consideration must be made to small departments where a single result (which may be affected by a range of contexts) has such a significant impact on scores. The colour coding is also explained below:

| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | |
|---|--|---------|---------|---------|-------|
| 1 | T score - Single year score | 3.33 | 1.00 | 1.67 | 4.00 |
| | T score - Single year grade | 3 | 1 | 1 | 4 |
| 2 | RED teaching & learning % | 52.1% | 93.0% | 79.8% | 27.0% |
| | RED teaching & learning grade | 3 | 1 | 2 | 5 |
| 3 | BLUE teaching & learning % | 12.4% | 0.0% | 2.4% | 11.4% |
| | BLUE teaching & learning grade | 4 | 1 | 2 | 4 |
| 4 | Provider A level Quality Indicator score | 0.99 | 1.13 | 1.11 | 1.00 |
| | Provider A level Quality Indicator grade | 3 | 1 | 1 | 3 |
| 5 | T score - Three year score | 2.22 | | | |
| | T score - Three year grade | 2 | | | |
| 6 | A levels on target % | 72.2% | 90.9% | 85.8% | 68.1% |
| | A levels on target grade | 3 | 1 | 2 | 4 |

3. The well-known Alps analysis tools



School roll and attendance

Victoria College Preparatory School

The roll stood at 270 at the beginning of the academic year. Overall attendance for VCP remained very high.

VCP attendance continues to be above the expected level for Island schools. As part of our half termly welfare check, pupils who are flagged as concerns in terms of attendance or lates are triangulated against other data sets to look for patterns of concern (i.e. behaviour, achievement, Jersey Premium, lates). Attendance is discussed at PARM meetings with States Educational Welfare Officer (EWO). SIMS has enabled the school to address any absence. Live data enables the office to react quickly and respond appropriately.

Victoria College

The roll stood at 676 at the beginning of the academic year. There were 324 boys in Years 7 to 9; 175 boys in Years 10 and 11 and 177 in the Sixth Form.

We have striven to ensure we are robust with our data, and we follow up every aspect of a student's attendance. The cascading of data to the relevant staff within the school has played a significant part in the co-ordination of daily information. The tracking and monitoring of attendance is crucial in ensuring the students' academic progress together with the monitoring of their welfare and social and emotional needs. And look for patterns of absence, lates and leaving the schools site early.

Attendance and punctuality are standing items on the agenda at meetings that take place with Heads of Year and tutors. All tutors are aware how to display their tutor group's attendance on the SIMS home page and follow up with individual conversations with their tutees.

The data is analysed with SEN and Jersey Premium students in mind, and we look for patterns and quickly follow up when there is no reason for an absence. We communicate daily with parents via the telephone and email and meetings are held with the Heads of Year, tutors and parents where appropriate and attendance plans put in place.

The SIMS parent app continues to provide parents with daily information regarding their son's punctuality to school and his attendance levels.

At the same time, we use data charts which clearly indicate the impact on academic attainment and progress due to repeated school absence.

Bursary Support and Staff/Student Ratios

| VICTORIA COLLEGE | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|-------------|-------------|-------------|-------------|-------------|
| Students receiving bursary support (means-tested) | <u>5.3%</u> | <u>6.6%</u> | <u>5.0%</u> | <u>6.7%</u> | <u>5%</u> |
| - | - | - | - | - | - |
| Ratio of students to staff | - | - | - | - | - |
| Teachers | <u>12:1</u> | <u>11:1</u> | <u>11:1</u> | <u>12:1</u> | <u>11:1</u> |

| | | | | | |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| <u>Non-teaching staff</u> | <u>43:1</u> | <u>41:1</u> | <u>44:1</u> | <u>35:1</u> | <u>31:1</u> |
|---------------------------|-------------|-------------|-------------|-------------|-------------|

| VICTORIA COLLEGE PREP | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|-------------|-------------|-------------|-------------|-------------|
| Students receiving bursary support (means-tested) | 1% | 1% | 1% | 1% | 2% |
| | | | | | |
| Ratio of students to staff | | | | | |
| Teachers | 15:1 | 16:1 | 16:1 | 16:1 | 15:1 |
| Non-teaching staff | 53:1 | 52:1 | 47:1 | 40:1 | 23:1 |

Standards of behaviour

Victoria College Preparatory School

Standards of behaviour at VCP are outstanding as evidenced through regular external visitors and the school's own self-evaluations. Pupils are confident, self-assured learners. They have an excellent attitude to their learning and this impacts on their progress. They are proud of their achievements and of their school. Pupils' behaviour is excellent in lessons due to established routines, high expectations and focussed, well-planned activities.

The school has a rigorous reporting process to support teachers. In following the behaviour policy, any behaviour that needs recording or escalating is recorded in SIMs and audited each week by the Deputy head or Headteacher. Any unacceptable behaviour is dealt with promptly and appropriately.



Victoria College

Behaviour at the College is good and improving. Pupils' behaviour is generally good in lessons because of established routines, high expectations and focussed, well-planned activities. Work is in hand with colleagues to improve consistency, following feedback from students and staff. The school has developed a clear reporting process to support teachers. Any unacceptable behaviour is dealt with promptly and appropriately.

There have been continued changes in the structure and personnel of pastoral support. At the heart of our actions have remained the key school values of being Respectful, Resourceful, Resilient and Aspiration, and through these the longer-term explicit goal of building a Culture of Kindness.

The pastoral and behavioural support processes have been rationalised, and the false division between academic and pastoral care removed. Heads of Year now have oversight and responsibility for the care and progress of the students in their year groups. Heads of Year meet with the Assistant Head Student Progress regularly for the purpose of monitoring behaviour and progress.

Some of the recording systems and safeguarding information storage was not in line with best practice, and this was addressed last year, and is now secure this year. A coherent recording process is now used, with the online platform MyConcern being the primary location for safeguarding concerns. Hard copies do still exist from time to time, and these are securely stored, and, where appropriate, also stored digitally.

Morning assemblies happen once a week for each year group, and are in person whenever possible. When the Hall is in use, morning assemblies are delivered online. These are opportunities to share information and celebrate successes, building a team spirit across the year group.

The Study Centre has now been replaced by Student Support and relocated to two rooms at the heart of the College: Vibert and Dunlop. The increase in intervention methods and support processes has helped reduce the frequency of high challenge behaviour, allowing staff and students to work effectively together.

We are very pleased to be in a position to advertise for a second counsellor, bringing our provision up to 1.6 – there is no doubt that the increase in capacity will be welcomed by pupils, parents and staff.

Victoria College Foundation

The Foundation was established in 2002 as part of the 150th anniversary celebrations for the schools. At that time, the Foundation sought to support the schools in raising funds for capital projects and to provide bursaries for students. In this capacity, the Foundation raised funds for several major refurbishment and building projects over the years. More recently, the Foundation has provided further support to the schools in delivering their development plans. The primary focus of the Foundation is now upon increasing its fundraising efforts to provide full or part-fee bursary funding to promising potential students whose parents or guardians would otherwise be unable to afford the fees charged by the schools. Fundraising will also be used to support capital projects to enhance the educational experience of students at both schools.

As of 30 June 2022, the Patron and Directors/Trustees of the Victoria College Foundation (the 'Foundation') were as follows:

Patron:

His Excellency the Lieutenant-Governor of Jersey

Air Chief Marshal Sir Stephen Dalton GCB, LLD 9Hon), DSc (Hon), BSc, FRAeS, CCMI (retired 30 June 2022)

The Bailiff of Jersey, Sir Timothy le Cocq KC,

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Directors / Trustees 2021-2022:

Paul Willing - Chair

Oliver Hughes - Vice Chair and President of the OVA

Brian Watt - Chair of the Board of Governors (retired March 2022)

Richard Stevens – Chair of the Board of Governors (appointed March 2022)

Alun Watkins - Headmaster of Victoria College (retired July 2021)

Dr Gareth Hughes - Headmaster of Victoria College

Dan Pateman - Headteacher of Victoria College Preparatory School

Christopher Scholefield

Matthew Sutton (retired January 2023)

David Lambotte

Air Chief Marshal Sir Stephen Dalton retired as Patron at the end of his term as Lieutenant-Governor of Jersey in October 2022.

Alun Watkins, stepped down as Director / Trustee of the Foundation following his retirement as Headmaster of Victoria College in July 2021. Matthew Sutton retired in [February] 2023. Paul Willing expressed his thanks to both for the excellent work they had done in support of the Foundation during their tenure.

Bracken Rothwell continued to act as Accountants for the Foundation during the reporting period. All accounts were prepared and reviewed up to date.

During the period, The Foundation considered applications for bursary support for the academic year 2022-2023. The Directors / Trustees were pleased to be able to increase the Foundation's bursary provision, in line with its charitable aims, to provide full or partial support for 17 students. This includes 10 students who are now supported by legacy funds transferred to the Foundation by the Treasurer of the States of Jersey in January 2021, meaning that making allowance for that the number of students supported by funds raised by the Foundation has increased from 16 on a like for like basis.

Despite the Foundation's desire to progress with a fundraising strategy to underpin the growth in its bursary provision and support for the schools, this has been impacted in recent years by the Covid pandemic and resulting financial pressures on both companies and individuals. It is hoped that this strategy can continue to be developed and refined to be implemented when such pressures have eased further.

The links between the Foundation and the OVA have remained strong with significant work being undertaken to further improve coordination between each of those organisations and the schools. The Marketing department for the schools continued to provide support for both the Foundation and the OVA as they worked towards enhancing links with OVs and promoting events for the alumni community moving forward.

The Foundation is a registered Jersey Charity, regulated by the Jersey Charity Commission with Jersey Charity Number 412.

Paul Willing
Chair, Victoria College Foundation Limited