



VICTORIA COLLEGE PREPARATORY SCHOOL

VICTORIA COLLEGE

Board of Governors

Annual Report

2022 - 2023



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Introduction:

Chair of the Board of Governors

I am immensely pleased to reflect on current state and the future trajectory of Victoria College Preparatory and Victoria College.

Whenever I visit the schools, I am delighted to witness the exciting broad range of achievements and upbeat College spirit.

The recurring theme of 'Togetherness' resonates deeply with our governance ethos, emphasizing the collaborative efforts that define our school community. We, as governors, openly thank the entire Victoria College community - students, parents, staff, and partners - for their unwavering commitment to even greater collective success.

The celebration of achievements, both academic and extracurricular, underscores the dedication to fostering a dynamic learning environment. We take pride in the diverse range of activities provided by both VCP and VCJ, recognising the importance of providing students with a well-rounded education that goes beyond traditional academics. It is heartening to see the emphasis on personal growth, character development, and the cultivation of kindness as integral aspects of our educational mission.

Our shared vision acknowledges the College's past, coupled with a forward-looking perspective. We appreciate the nod to historical buildings and traditions while embracing and celebrating the focus for modernization and adaptability to meet the challenges of the future.

The review of Victoria College Preparatory School in May 2023 yielded exceptionally positive findings. VCP was commended for its outstanding ethos, blending high expectations, academic rigour, and warm relationships. Pupils were described as thriving in a happy environment, achieving high standards academically, and actively participating in school life. Attainment and progress, both academically and personally, were deemed excellent, surpassing the Jersey average. The staff's approach, combining challenge with care for pupils' welfare and mental health, was noted. The school was recognised as fostering a nurturing and inclusive atmosphere, promoting self-discipline, respect, and studious habits and the leadership team's efforts were acknowledged for making a tangible impact on teaching standards and curriculum depth.

We eagerly anticipate the launch of the new Strategic Plan in late 2023, recognising it as a pivotal milestone in guiding Victoria College toward its 175th anniversary in 2027.

The Board of Governors is optimistic about the trajectory of Victoria College. The themes of community, achievement, personal growth, tradition, diversity, gratitude, and a forward-looking perspective underscore our shared commitment to providing a holistic and enriching educational experience. We look forward to continued collaboration with the entire school community as we collectively shape the future of Victoria College, staying true to our vision of excellence in education.

Richard Stevens
Chair of the Board of Governors

Headteacher's overview – VCP

In the academic year 2022/2023, we have every reason to be proud as we celebrate VCP's 100th birthday. It's a century filled with history, tradition, and a sense of belonging to a close-knit family. We all share a deep pride in our school and its values, while simultaneously striving for continuous improvement and growth.

In October, we had the pleasure of welcoming back esteemed alumni who can only be described as legends of VCP. It was an afternoon filled with cherished memories, shared stories, and contagious laughter. We were even fortunate enough to witness Mr. Collinson donning a tie!

The array of opportunities provided for our boys is truly remarkable, made possible by our talented and dedicated staff. Their unwavering efforts and commitment were duly recognised and affirmed by the Jersey Schools Framework Review.

In 2018, after our Independent School inspection, I firmly believed that we were laying the foundations for something truly extraordinary. We possessed a remarkable team, a clear vision, and an unwavering drive to achieve greatness. It takes time, but the May review acknowledged and validated our accomplishments. While the full report can be accessed online, the opening summary states, "This school exhibits an exceptional ethos, combining high expectations, academic rigor, and nurturing relationships. Consequently, our students flourish with happiness, achieve exceptionally high standards, and actively engage in the vibrant school community." I couldn't be more pleased with that assessment.

Dan Pateman
Headteacher Victoria College Preparatory



Headteacher's overview – VCJ

I continue to be humbled by the level of endeavour and energy from everyone in our community. Whether in the classroom, on the sports field, out in the community or in co-curricular activities, we have seen teamwork, innovation, leadership and compassion shine through. I am deeply proud to be a part of this school.

The year has focused on personal growth and character development. We have remained steadfast in the conviction that the culture of our College must be underpinned by kindness, and a genuine commitment to making a positive difference in the lives of others. Some highlights from this year for me include our Royal Coronation celebrations for King Charles III, the ArtEquals community art auction, partnering with the Jersey Women's Refuge, developing our new Student Support Centre, our Tomorrow's Leaders Conference, launching our student Peer Mediation scheme, Mental Health Awareness and Diversity weeks, offering new Multilingual Learners opportunities including Jèrriais lessons, the Victoria College Orchestral Challenge, contributing our models to the Durrell Young Tortoise Trail, the incredible We Will Rock You Musical, and at the very end of term winning the famed Ashburton Shield at Bisley – the first time since 1961 and a huge achievement for our flourishing shooting team. I would like also to say congratulations to Braithwaite for a well-deserved, though certainly very tight, victory in the Challenge Cup this year.

We do all these things on top of our academic lessons to provide our students with the opportunities to develop their skills and knowledge, to become more interesting and interested young people, to be kind, to support and see the best in others, and to be in a position to succeed on whichever paths their lives take them when they leave as Old Victorians.

Each year I like to choose a word for the College for the 12 months. It can be seen by some as a broad focus, for some a rallying call, for others a touchstone for assemblies, or for others something to use in conversations. This year that was 'Togetherness' in recognition of our need as a community to work together to move the school forward. I would like to thank the Victoria College community that have worked together with us and each other so well – students, parents, governors, OVs, Foundation Partners and the wide range of on-Island organisations. I'd also like to thank my teachers and support staff, who have worked tirelessly and together to provide a stimulating learning environment, to foster creativity and critical thinking in our students and help them on a daily basis to be the best versions of themselves.

Our new Strategic Plan will guide the school through the milestone of its 175th anniversary in 2027. This is an exciting time for Victoria College, as we look to evolve our vision, mission and aims within the context of today's educational and societal challenges and opportunities. Whilst we reside in a beautiful and iconic set of historical buildings, and of course tip our hat to our many wonderful traditions, we must have our eyes firmly fixed on the road ahead and operate as a modern and forward-thinking school. With many of our stakeholder groups providing insight that led to the development of this Strategic Plan – once again a nod to 'togetherness' - it will act as an aspirational roadmap for our whole community in the years to come as we continue to strive to be world-class in all we do.

Floreat Collegium.

Dr Gareth Hughes
Headteacher Victoria College





Board of Governors

The Role of Governors

The Education (Jersey) Law 1999 outlines provisions for Governing Bodies, applicable to fee-paying institutions like Victoria College and Victoria College Preparatory School. The Governing Body's primary responsibility is to ensure compliance with the law, ministerial procedures, and policies.

The Governing Body is required, per the Law, to ensure that the Schools (to include all stakeholders) comply with the Law and to ensure that the policies of Children, Young People, Education and Skills ("CYPEs") which is the Government of Jersey's education department, are effected. The Governing Body is responsible for overseeing policy decisions and ensuring they comply with the Law and strategic plan (as agreed between the Governing Body and Headteachers) but it is not responsible for day-to-day management and operations, which is the function of the Headteachers as articulated in their job descriptions.

Governors are appointed to:

- ensure compliance with the Law;
- provide stronger links between the Schools and the community it serves;
- provide skills acquired in non-educational settings that may be required to support the operations of the Schools;
- provide an independent view and common-sense approach;
- provide a mechanism whereby all stakeholders can ensure objectivity and independence with regard to the operations of the Schools and their performance;
- support for the Headteacher and staff.

How to Make Representations to the Board

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.



The Board of Governors

The Victoria College Preparatory School and Victoria College Board of Governors was constituted as follows (as of July 2023):

| 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. | | |
| Name | Term of Office | Contact Details |
| Mr Richard Stevens (Chair) | To June 2024 | r.stevens@vcj.sch.je |
| Mrs Alexandra Ruddy (Vice Chair) | To December 2024 | a.ruddy@vcj.sch.je |
| Mr Nick Cawley (Vice Chair) | To September 2023 | n.cawley@vcj.sch.je |
| Mr Paul Willing | To September 2023 | p.willing@vcj.sch.je |
| Mr Lee Bosio | To December 2024 | l.bosio@vcp.sch.je |
| Mrs Susana Rowles | To December 2024 | s.rowles@vcj.sch.je |
| Mr Simon Marks (Vice Chair) | To February 2024 | s.marks@vcj.sch.je |
| Mr Colin Smith (VCJ) | November 2024 | c.smith@vcj.sch.je |
| Parent Governors | | |
| Elected by the parents of students at Victoria College and Victoria College Preparatory School: | | |
| Name | Term of Office | Contact Details |
| Mr Jonathan Cartmell (VCP) | January 2026 | j.cartmell@vcp.sch.je |
| Mrs Tina Caldeira (VCJ) | October 2024 | t.caldeira@vcj.sch.je |
| Melanie Grandfield (VCJ) | February 2026 | m.grandfield@vcj.sch.je |
| Staff Governors | | |
| Elected by, and from, the staff at Victoria College and Victoria College Preparatory School | | |
| Name | Term of Office | Contact Details |
| Miss Sofia Nicolle (VCP) | September 2025 | s.nicolle@vcp.sch.je |
| Miss Rebecca Kane (VCJ) | June 2025 | r.kane@vcj.sch.je |
| In Attendance / Right of Attendance | | |
| Name | Role | |
| Andrew Willis | Senior Adviser, CYPES | |
| Deputy Inna Gardiner | Minister for Education or her nominee | |
| The Attorney General / Solicitor General | or a person nominated by either of them for the purpose | |
| Dr Gareth Hughes | Headteacher (VCJ) | |
| Mr Dan Pateman | Headteacher (VCP) | |
| Mr Patrick Crossley | Deputy Headteacher (VCJ) | |
| Miss Emily-Rose Kimber | Deputy Headteacher (VCP) | |
| Mrs Abigail Le Chevalier | Interim Clerk to the Board of Governors | |

Meetings of the Board of Governors

The Board of Governors met once termly on the following dates

22nd November 2022

Attendees:

Governors
Advisors
Joint Student Forum

Agenda:

Welcome and apologies
Declaration of interests
Minutes of previous meeting held on 21 June 2022
Matters Arising schedule
Board of Governors Administration and Governance
Sub-Committee Chair Reports
Headteachers' Reports
Strategic Plan Update
Type of School – Selection v Inclusion

14th March 2023

Attendees:

Governors
Advisors
Joint Student Forum

Agenda:

Welcome and apologies
Declaration of interests
Minutes of previous meeting held on 22 November
Matters Arising schedule
Board of Governors Administration and Governance
Sub-Committee Chair Reports
Headteachers' Reports
Strategic Plan Update
Board Effectiveness

4th July 2023

Attendees:

Governors
Advisors
Joint Student Forum

Agenda:

Welcome and apologies
Declaration of interests
Minutes of previous meeting held on 14th March 2023
Matters Arising schedule
Board of Governors Administration and Governance
Headteachers' Reports
Sub-Committee Chair Reports
Strategic Plan Update
Board Effectiveness

Sub-Committees

Each sub-committee met formally at least once a term. These meetings were supplemented by ad hoc meetings and visits to both VCP and VCJ by Governors 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.

Members of GLM and F&P also engaged extensively with representatives of CYPES and the Minister in relation to funding, premises and the role of the Governor as outlined in the Education (Jersey) Law, 1999.

- Finance and Premises – F&P
- Governance, Leadership and Management – GLM
- Teaching and Learning – T&L
- Safeguarding
- Marketing

Financial report

Victoria College and Victoria College Preparatory School

| Pupils on roll | | | |
|---|------------------------------|----------------------|----------------------|
| | Term | YE 31/12/2022 | YE 31/12/2021 |
| Victoria College | 2022 Spring | 673 | 684 |
| | 2022 Summer | 674 | 687 |
| | 2022 Autumn | 665 | 675 |
| Victoria College Preparatory | 2022 Spring | 275 | 270 |
| | 2022 Summer | 276 | 274 |
| | 2022 Autumn | 266 | 273 |
| Fees charged (per term) | | | |
| Victoria College | 2022 Spring | £2,240 | £2,164 |
| | 2022 Summer | £2,318 | £2,164 |
| | 2022 Autumn | £2,318 | £2,240 |
| | % increase | 3.50% | 3.50% |
| Victoria College Preparatory | 2022 Spring | £2,219 | £2,144 |
| | 2022 Summer | £2,286 | £2,144 |
| | 2022 Autumn | £2,286 | £2,219 |
| | % increase | 3.00% | 3.50% |
| Government of Jersey Grant | (per pupil per annum) | | |
| | Victoria College | £3,484 | £3,282 |
| | Victoria College Preparatory | £1,319 | £1,110 |
| Funding from Government of Jersey | | £ | £ |
| Government of Jersey Grant | | 2,695,682 | 2,540,915 |
| 6th Form Bursary | | 53,760 | 51,912 |
| Jersey Premium | | 24,000 | 20,000 |
| Less Corporate deductions | | (29,442) | (29,474) |
| Total Net Grant | | 2,744,000 | 2,583,353 |
| Income | | £ | £ |
| School Fees | | 6,396,258 | 6,261,442 |
| Other Income / Hire of Facilities | | 3,615 | 8,172 |
| Recharges to other schools & miscellaneous income | | 161,072 | 135,918 |
| Total Income | | 6,560,945 | 6,405,532 |

Victoria College and Victoria College Preparatory School

| Expenditure | YE 31/12/2022 | YE 31/12/2021 |
|-------------------------------------|----------------------|----------------------|
| | £ | £ |
| Teaching Staff | 6,054,888 | 5,809,339 |
| Non-Teaching Staff | 1,415,664 | 1,355,807 |
| Premises | 645,245 | 528,082 |
| Supplies and Services | 748,377 | 573,746 |
| Administrative costs | 237,824 | 195,948 |
| Financial Assistance | 155,835 | 142,351 |
| | 9,257,833 | 8,605,273 |
| Property Occupancy Charge | 160,000 | 240,000 |
| Langford | 76,687 | 74,827 |
| Total Expenditure | 9,494,520 | 8,920,100 |
| Summary | £ | £ |
| Income | 6,560,945 | 6,405,532 |
| Expenditure | (9,494,520) | (8,920,100) |
| Net Income/Expenditure | (2,933,575) | (2,514,568) |
| Net Grant from Government of Jersey | 2,744,000 | 2,583,353 |

| | | | |
|--------------------------------|---------|-----------|---------|
| Net Surplus/Deficit | | (189,575) | 68,785 |
| Brought forward | | 79,178 | (3,524) |
| Budget Adjustment | | 6,397 | 13,917 |
| Capital Provision | | (46,000) | |
| Capital Drawdown | | 150,000 | |
| General Surplus c/fwd | | 0 | 79,178 |
| Capital Provision | | £ | £ |
| Capital ringfenced | | 288,874 | 288,874 |
| Cashflow loan | Note 1. | (104,000) | |
| Capital project | | | |
| Total Capital Provision | | 184,874 | 288,874 |

Notes

1. Temporary funding pursuant to MD-ESC-2018-0008 used to support the strategic 5-year plan.

Finance and Premises Sub-Committee

Purpose

The Headteachers (or financial manager/ bursar) will prepare detailed estimates of expenditure and income sufficiently in advance of each financial year to allow for consideration and oversight by the Committee who will in turn recommend for approval by the Governing Body. As part of its oversight role the Committee will ensure that there are clear, identifiable links between the annual budget, the strategic plan and statement of aims.

Responsibilities

To oversee and provide recommendation and advice as per the Education (Jersey) Law, 1999 with respect to:

- The alignment of the financial forecast to the strategic plan for the College;
- Major plans relating to premises
- The annual budget for the College
- The level of fees charged for education at the College

VCP summary of investment in the year

Premises

Full refurbishment of the Year 4 area including full redecoration, new carpets, blinds and furniture.
Upgrade and replacement of all Genee boards in the classrooms.

Staffing

An additional specialist teacher was employed to develop the Science Curriculum and enhance teaching and learning in this area.
increased the number of Teaching Assistants to provide support for lunchtime supervision and enhanced after school support.

Victoria College summary of investment in the year

Premises

Changes in the cleaning contract provision meant an increase in charges to align the costs with the Living Wage. This was long overdue, and we expect a further increase in 2023.
We started the implementation of the new door locking systems and additional CCTV across the site to improve site security and Safeguarding.
There was a major investment in ICT hardware as we installed 6 new dedicated laptop banks with full class sets and charging units to each building.
To support this implementation there has been an increase in staff development and training to ensure staff are supported with new technology and the opportunities it brings

Staffing

Following the appointment of an Interim Headteacher in 2021, during 2022 we completed the changes to the leadership structure, appointing a permanent Headteacher, Deputy Head and 4 Assistant Heads.
We appointed an additional IT teacher to support growing development of this subject area.
Four new teaching Assistants were employed to support Inclusion, Food Technology, Music and Drama and a new Admissions Officer to provide consistency and dedicated support to new students.

Alexandra Ruddy
Chair, F&P Sub-Committee



Governance, Leadership and Management Sub-Committee

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.

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.
- Supporting community outreach through engagement with other schools, charities and industry bodies.

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.
- Performing a more comprehensive board effectiveness review with findings and recommendations. This has led to a review of the committee structure which will be the focus for 2023-2024.

Matters of note

The focus for this period has been aligning and refining the individual subcommittee terms of reference, collaborating with CYPES with reference to the Governor role and issued guidance, and working with the executive team and other stakeholders in relation to the strategic plan. Key policies governing admissions and appeals have been prioritised for review and implementation.

Alexandra Ruddy
Vice Chair, GLM Sub-Committee



Teaching and Learning Sub-Committee

Jersey Schools Framework Review:

The Jersey Framework Review reported that VCP was an Outstanding school in regard to its teaching and learning. Notably students make very strong progress including JP, MLL and SEND students. Expectations of pupils are high and opportunities to practise new skills are embedded, with teachers being highly skilled in using assessments to ensure that there is not only a reliable measure of progress, but also support for those who need guidance. Specialist facilities and all teachers aid rapid progress alongside providing additional and adapted teaching for those who need extra support, ensuring they are seamlessly integrated within lessons.

Attainment

VCP: Data analysis of PIRA and PUMA have been analysed extensively by teachers and school leaders and progress is exceptional. Internal moderation is robust and effective but further exploration of the reasons for differences between performance on internal moderation and PIRA/PUMA tests would be explored.

VCJ: Embedding of Go4Schools is seeing benefits for closer interim tracking of students and sub-groups meaning trends in data can now be more easily identified and evaluated. This has allowed better monitoring and intervention for underperforming students and is supporting transparent and data driven conversations with Heads of Department.

Teaching and Learning

VCP: New opportunities in Religious Education and Science and continues to improve their quality and rigour of 'book looks' which has facilitated robust judgements on student progress, and supports the judgements made in the Jersey Schools Framework Review. Staff are well supported in this with PPA time as well as directed time to complete tasks.

VCJ: Quality assurance reviews and/or external reviews have been completed in every department over the last 18 months and common strengths and areas for development recorded and utilised in 1:1 appraisals.

Behaviour and Opportunity

VCP: Celebrate success widely with House points projected on screens around school. Sanctions are analysed for effectiveness and boys are found to rarely repeat misdemeanours. Further opportunities to explore recording student participation in extra-curricular events are being explored to ensure that pupils do not face barriers to participation.

VCJ: Points earned contribute to the school cup and Heads of Year also offer raffle tickets in return for reward points with tangible prizes for good behaviour. Celebration of success through rewards diminishes as the students move through the school. Consistency of the use of reward, and to a lesser extent behaviour, systems between departments and teachers was felt to be a greater issue and further work is going to be undertaken to achieve this.

Susana Rowles

Acting Chair, Teaching and Learning Sub-Committee



Safeguarding Sub-Committee

Both schools collaboratively engage with the safeguarding subcommittee, demonstrating transparency and dedication to enhancing the safeguarding culture. Their proactive approach, positive stakeholder engagement, and effective communication testify to strong leadership. Emphasizing well-being, inclusivity, and vigilance, VCP and VCJ staff are commended for their hard work in safeguarding, anticipating continued excellence.

School Review Framework

In the May 2023 review, VCP received positive feedback for its safeguarding measures, highlighted in phrases such as a "nurturing and inclusive atmosphere," respectful behaviour of pupils, and a prioritized focus on welfare and safety.

Co Education

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, action plan and thought processes of its students.

Attendance

Attendance in both schools is improving with pre covid-19 levels of attendance in both schools firmly in sight. Attendance and the recording of attendance accurately must remain a focus to ensure safeguarding obligations are met.

Exclusions and SIMs

The recording of and monitoring of exclusions through SIMs correctly continues to be a priority in both schools with patterns and trends identified to inform action planning when necessary.

Site Security

This has been improved through the addition of coded access points around VCJ.

Radicalisation: There appears to be a growing concern around radicalisation and the associated behaviours. This continues to be monitored closely.

Counselling

Demand for school counselling continues to grow but with the addition of new recruited support in this area, more boys are being able to utilise this support compared with previous years.

Colin Smith
Chair, Safeguarding Sub-Committee



Marketing Sub-Committee

The Sub-Committee focused its efforts on developing ways of working with VCJ & VCP in a transparent and pragmatic way. Aside from the operational nature of Marketing activity and events calendar this year saw the creation of the College's 5-year Strategic Plan.

The 5 Year Plan will inform annual School Development Plan priorities and, once launched, a system of RAG tracking for each of the 12 sub-goals under the 3 Pillars will be implemented. This will allow the Leadership Group and Governors to effectively track success over the 2023-28 period.

Bridging the topic themes of the ToR's and the new Strategic Plan will allow us to take a deeper look at key objectives for both colleges and begin to set relevant OKR's around regular activity to ensure we are taking a data led approach to existing incentives and activities.

The 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.

Focus was given to:

- Student rolls and conversions through the colleges onboarding process
- Awareness of bursaries and qualifying criteria
- Staff recruitment, recognising external challenges and limitations
- Engagement with other island schools, both feeder and peers
- Monitor and challenge matters relating to Marketing, Admissions and Comms
- Survey results and response
- Managing the message of the school in context of disrupted employee environment

Recruitment Review

The Sub-Committee has undertaken a review of teacher recruitment process at the start of the Academic year and has made some recommendations to the school regarding how to better promote itself as a recruiter of choice on the island and how to work with Government of Jersey's People Hub and options for the colleges to self-promote and build awareness of culture.

Lee Bosio
Chair, Marketing Sub-Committee





Victoria College Preparatory School Staff

| | |
|--|---|
| 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 |
| Office Administrator | Emily Martell |
| Caretaker | Carlos Perestrelo / Lee Jackson |
| 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 & After School Club Mgr | Mrs Lynda Le Gallais |
| 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 |
| Learning Support Assistant | Mrs Shelley Jacobs |

Victoria College Staff

| | |
|--|--|
| Headteacher | Dr Gareth Hughes, MA, Msc (Oxon), MPhil, Phd (Cantab) PGCE |
| Deputy Headteacher | Mr Patrick Crossley, MA, MEd, BTh, FRSA, GTP |
| Leadership Group | |
| Bursar | Mrs Carolyn Ferguson CAT, MIAB |
| Assistant Head – Curriculum, Teaching & Learning | Mrs Karen Palfreyman, B.A. (Hons), M.A |
| Assistant Head – Student Progress | Mr Anthony Griffin, B.A. (Hons) PGCE |
| Assistant Head - Sixth Form | Mr Alan Falle, B.A. (Hons) PGCE |
| Assistant Head – Staffing | Mrs Parmjeet Plummer, B.A. (Hons) PGCE, FRSA |
| Assistant Head – Supercurriculum | Mrs Rebecca Kane, BSc (Hons) |
| Art | |
| Head of Photography & Acting Head of Art | Ms Helen Ryan B.A. (Hons) |
| Teacher | Miss Laura Syvret, BA (Hons) |
| Computer Science | |
| Head of Computer Science | Mr Ozzy Parkes, B.A. (Hons), PGCE |
| Teacher | Dr Jose Galan, BSc, PhD |
| Design & Technology | |
| Head of DT | Mrs Emma Aikenhead, BEng, QTS |
| Teacher | Ms Debbie Dimopoulos, BTech (Hons), BEd |
| Teacher | Mr William Gorman, B.A. (Hons) |
| Teacher | Mrs Jodi Fowler, Bed (Hons) |
| Drama | |
| Head of Theatre Studies | Mr Adam Warburton, B.A. (Hons) |
| Head of Transition | Miss Ria Hill, BA (hons) - QTS |
| Economics and Business Studies | |
| Head of Economics & Deputy Head of Sixth Form | Mrs Dawn Murphy, B.A.(Hons), PGCE |
| Head of Business Studies & Trident Co-ord | Mr Tim Hutton, BA, PGCE |
| Head of Psychology | Mr Brendan Carolan, B.A. (Hons) |
| English | |
| Head of English | Miss Marianne Adams, BA (Hons) |
| Head of Y9 | Miss Jacqueline Bryan, BA (Hons) |
| Head of Student Voice & Head of PSHE | Mrs Elise Falla, BA (Hons) PGCE |
| Multilingual Learner Lead | Miss Rachel Kemp, MA PGCE |
| Second in English Department | Miss Anna Robinson, BA (Hons) |
| Head of Y11 | Miss Olivia Varney, BA (Hons) (Oxon) PGCE |
| Geography | |
| Head of Geography & Interim Head of Y10 | Mr Daniel Hodder, BSc, PGCE |
| Duke of Edinburgh's Award Coordinator | Mrs Miranda Blackmore, BSc (Hons) PGCE |
| Head of House Bruce | Miss Holly Shrimpton, BA (Hons), QTS |
| Teacher | Mrs Sue Watkins, BEd (Hons) |
| History | |
| Head of History | Ms Nataly Miorin, BA (Hons), PGCE, MA, NPQSL |
| Teacher | Mrs Rachel Smith, BA(Hons), PGCE |
| Teacher | Mrs Sue Watkins, Bed (Hons) |
| Teacher | Mr Jack Wareing, BA (Hons), PGCE |
| Mathematics | |

| | |
|---|--|
| Head of Mathematics | Mr Iain Durkin Mrs May Brennand, Maths, PGCE |
| Teacher | Mrs May Brennand, Maths, PGCE |
| Teacher | Ms Vanessa McGrath, BSc (Hons) |
| Teacher | Mrs Sakina Mithani, BSc, PGCE |
| SENDCo | Mrs Clare Scott |
| Teacher | Mrs Majella Raindle, BSc ED (Hons) MSc |
| Second in Maths | Mrs Carys Williams, BEng (Hons) PGCE |
| Modern Foreign Languages (MFL) | |
| Head of MFL | Ms Monica Perestrelo, BA (Hons), PGCE |
| Teacher | Mrs Nicole Edgecombe, MA, BA (Hons) |
| Head of House Dunlop | Miss Maria Innes, BA, PGCE |
| Teacher | Ms Valérie Videt, Licence ès Lettres |
| Music | |
| Director of Music Teacher | Mr Francis Murton, BMus, LRAM, LTCL, ARCO, ACIEA |
| Teacher | Mrs Emma Davies, BA (Hons), PGCE |
| Personal, Social, Health & Economic Education (PSHE) | |
| Head of PSHE | Mrs Elise Falla, BA (Hons) PGCE |
| Head of Hockey, Head of Y8 | Mr Joseph Crill, BSc (Hons) PGCE |
| Second in PE & Head of Celebrations & Rewards | Mr Richard Picot, BSc |
| Religious Education (RE) | |
| Head of RE | Mr Gareth Bloor, BD (Hons), MA |
| Head of House Diarmid | Mrs Stephanie Kellett, BA (Hons), PGCE |
| Science | |
| Teacher (Physics) | Mr Tom Broad |
| Head of Physics | Dr Steven Cooke, BEng. (Hons) PhD |
| Teacher (Biology) & Head of Y7 | Mr David Cox, BA, BEd. (Hons) |
| Teacher (Biology) | Ms Rebecca Kane, BSc (Hons) |
| Teacher (Chemistry) | Mrs Eimear Pallot, MChem, QTS |
| Head of Biology | Dr Jane Richardson, PhD, BSc (Hons), PGCE |
| Teacher (Physics) & Head of House Braithwaite | Mr Thomas Smith, BEng (Hons) |
| Head of Chemistry | Mr Matthew Widdop, MChem (Oxon), FRSC |
| Teacher | Miss Catherine Woodward, BSc, PGCE |
| Sport | |
| Director of Sport & Head of Football | Mr Sam Habin, BA (Hons) |
| Head of Hockey & Head of Y8 | Mr Joseph Crill, BSc (Hons) PGCE |
| Teacher | Mr Adam Lester BSc (Hons) |
| Second in PE & HEad Celebrations & Rewards | Mr Richard Picot, BSc |
| Head of House Sartorius & Head of Rugby | Mr Andrew Royle, BSc (Hons) |
| Head of Clubs & Activities | Mr James Townsend, BA (Hons) |
| Student Support Services | |
| SENDCo | Ms Orla Priestley, BSc (Hons), MSc |
| Head of Wellbeing & Head of Y9 | Miss Jacqueline Bryan, BA (Hons) |
| Teaching Assistant | Mrs Jacky Le Cornu |
| Teaching Assistant | Mrs Liza Choudhury |
| Emotional Literacy Support Assistant | Mrs Anya Martins |
| School Counsellor | Mrs Alicja Raffray |
| Combined Cadet Force (CCF) | |

| | |
|--------------------------------------|-------------------------|
| CCF School Staff Instructor | WO1 James McGarr |
| Support Staff | |
| Reprographics & Admin Assistant | Mrs Paula Andrew |
| Site Manager | Mr Simon Barnett |
| Teaching Assistant | Mrs Liza Choudhury |
| Finance Officer | Mrs Marilyn Cox |
| Examinations Officer | Ms Liz Croft |
| Finance Officer | Mrs Susan Hayes |
| Finance Officer | Mrs Isabelle Cunningham |
| Senior Technician (DT) | Mr Didier Gicquel |
| Technician (DT) | Mrs Natalia Le Claire |
| Attendance Officer | Mrs Trezinha Gosselin |
| French Assistante | Mrs Sophie Harris |
| Sixth Form Admin and Careers | Mrs Suzanne Job |
| Admissions Registrar | Mrs Sharon Joynt |
| Marketing & Events Officer | Mrs Charlotte Lavigne |
| IT Support Technician | Mr Adam Le Boutillier |
| Technician (Art & Food) | Mrs Natalia Le Claire |
| Teaching Assistant | Mrs Jacky Le Cornu |
| School Secretary | Mrs Tracey Le Jehan |
| Emotional Literacy Support Assistant | Mrs Anya Martins |
| Senior Laboratory Technician | Mr Philippe Mouazan |
| Headteacher's PA & Clerk to the BoG | Mrs Katya Petty |
| Drama & Media Technician | Mr Ben Philp |
| IT Support Technician | Mr Chris Purdie |
| School Counsellor | Mrs Alicia Raffray |
| School Business Manager | Mrs Michelle Ritchie |
| Laboratory Technician | Mrs Lorna Swanwick |
| Foundation, Alumni & Website Officer | Miss Emily Sweeny |
| Librarian & Archivist | Mr James Wooldridge |
| Caretaker | Mr Adam May |



School Roll and Attendance

Victoria College Preparatory School

As of the end of the academic year, the student roll at VCP stood at 268, with an overall attendance rate remaining impressively high at over 96%. VCP attendance surpasses expectations for Island schools, and regular welfare checks, triangulated against various data sets, help identify and address attendance concerns promptly. Discussions at PARM meetings with the States Educational Welfare Officer contribute to a comprehensive approach, while the use of SIMS enables swift action based on live data.

Victoria College

The roll stood at 666 at the beginning of the academic year. There were 334 boys in Years 7 to 9; 184 boys in Years 10 and 11 and 148 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.

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 was used to provide parents with daily information regarding their son's punctuality to school and his attendance levels.

After reflecting on the challenges and successes of the academic year, we moved attendance and behaviour feedback to parents from Sims Parent App to Satchel:One, and also initiated new attendance competitions for students.



| % School Year Groups 7-11 | | | | |
|---------------------------|------------|--------------|--------------|--|
| Present | Authorised | Unauthorised | Not Recorded | |
| 93.0% | 5.7% | 1.3% | 0.0% | |

| % School Year Groups 7-13 | | | | |
|---------------------------|------------|--------------|--------------|--|
| Present | Authorised | Unauthorised | Not Recorded | |
| 91.9% | 5.5% | 2.6% | 0.1% | |

| % All Other Schools Year Groups 7-11 | | | | |
|--------------------------------------|------------|--------------|--------------|--|
| Present | Authorised | Unauthorised | Not Recorded | |
| 90.5% | 6.4% | 2.8% | 0.4% | |

| % All Other Schools Year Groups 7-13 | | | | |
|--------------------------------------|------------|--------------|--------------|--|
| Present | Authorised | Unauthorised | Not Recorded | |
| 88.1% | 6.4% | 3.8% | 1.7% | |

| % School by Year Group | | | | |
|------------------------|--------------|-------------|--------------|--------------|
| Year Group | Present | Authorised | Unauthorised | Not Recorded |
| 7 | 93.9% | 4.3% | 1.7% | 0.0% |
| 8 | 92.4% | 6.5% | 1.1% | 0.0% |
| 9 | 93.7% | 5.6% | 0.7% | 0.0% |
| 10 | 92.9% | 6.1% | 1.0% | 0.0% |
| 11 | 91.4% | 6.5% | 2.1% | |
| 12 | 90.3% | 4.3% | 4.9% | 0.4% |
| 13 | 83.3% | 4.8% | 11.8% | 0.2% |
| Total | 91.9% | 5.5% | 2.6% | 0.1% |

| % All Other Schools by Year Group | | | | |
|-----------------------------------|--------------|-------------|--------------|--------------|
| Year Group | Present | Authorised | Unauthorised | Not Recorded |
| 7 | 93.5% | 5.0% | 1.4% | 0.0% |
| 8 | 90.9% | 6.5% | 2.5% | 0.0% |
| 9 | 89.8% | 6.9% | 3.2% | 0.1% |
| 10 | 90.1% | 6.9% | 2.8% | 0.2% |
| 11 | 87.3% | 6.7% | 4.2% | 1.9% |
| 12 | 77.3% | 5.7% | 12.5% | 4.5% |
| 13 | 60.1% | 7.0% | 9.4% | 23.5% |
| Total | 88.1% | 6.4% | 3.8% | 1.7% |



| % School - MLL | | | | |
|----------------|--------------|-------------|--------------|--------------|
| MLL Status | Present | Authorised | Unauthorised | Not Recorded |
| MLL | 92.4% | 3.8% | 3.7% | 0.1% |
| Not MLL | 91.8% | 5.5% | 2.5% | 0.1% |
| Total | 91.9% | 5.5% | 2.6% | 0.1% |

| % All Other Schools - MLL | | | | |
|---------------------------|--------------|-------------|--------------|--------------|
| MLL Status | Present | Authorised | Unauthorised | Not Recorded |
| MLL | 89.9% | 5.7% | 3.5% | 0.9% |
| Not MLL | 87.4% | 6.6% | 4.0% | 2.0% |
| Total | 88.1% | 6.4% | 3.8% | 1.7% |

| % School - Jersey Premium | | | | |
|---------------------------|--------------|-------------|--------------|--------------|
| JP Status | Present | Authorised | Unauthorised | Not Recorded |
| JP | 88.5% | 7.8% | 3.5% | 0.1% |
| Not JP | 91.9% | 5.4% | 2.6% | 0.1% |
| Total | 91.9% | 5.5% | 2.6% | 0.1% |

| % All Other Schools - Jersey Premium | | | | |
|--------------------------------------|--------------|-------------|--------------|--------------|
| JP Status | Present | Authorised | Unauthorised | Not Recorded |
| JP | 84.6% | 8.0% | 6.5% | 0.9% |
| Not JP | 89.3% | 5.8% | 2.9% | 2.0% |
| Total | 88.1% | 6.4% | 3.8% | 1.7% |

| % School - SEN/D | | | | |
|------------------|--------------|-------------|--------------|--------------|
| SEN/D Status | Present | Authorised | Unauthorised | Not Recorded |
| Not SEN/D | 91.9% | 5.5% | 2.5% | 0.1% |
| SEN/D | 86.6% | 4.1% | 9.3% | |
| Total | 91.9% | 5.5% | 2.6% | 0.1% |

| % All Other Schools - SEN/D | | | | |
|-----------------------------|--------------|-------------|--------------|--------------|
| SEN/D Status | Present | Authorised | Unauthorised | Not Recorded |
| Not SEN/D | 89.4% | 5.8% | 3.0% | 1.7% |
| SEN/D | 81.1% | 9.2% | 8.1% | 1.6% |
| Total | 88.1% | 6.4% | 3.8% | 1.7% |

| % School - Gender | | | | |
|-------------------|--------------|-------------|--------------|--------------|
| Gender | Present | Authorised | Unauthorised | Not Recorded |
| M | 91.9% | 5.5% | 2.6% | 0.1% |
| Total | 91.9% | 5.5% | 2.6% | 0.1% |

| % All Other Schools - Gender | | | | |
|------------------------------|--------------|-------------|--------------|--------------|
| Gender | Present | Authorised | Unauthorised | Not Recorded |
| F | 87.8% | 6.6% | 3.8% | 1.8% |
| M | 88.5% | 6.1% | 3.9% | 1.6% |
| Total | 88.1% | 6.4% | 3.8% | 1.7% |

Bursary Support and Staff to Student Ratios

| Ratio of students to staff | | |
|----------------------------|------|------|
| | VCP | VCJ |
| Teachers | 14:1 | 10:1 |
| Operational staff | 20:1 | 20:1 |

| Students receiving bursary support (means-tested) | | |
|---|-----|------|
| | VCP | VCJ |
| Teachers | 6% | 7.5& |

Standards of Behaviour

Victoria College Preparatory School

The standards of behaviour at VCP are consistently outstanding, evident through regular external evaluations and the school's self-assessments. Students exhibit confidence and self-assurance, displaying an excellent attitude towards learning that positively impacts their progress. Established routines, high expectations, and well-planned activities contribute to excellent behaviour in lessons.

VCP employs a rigorous reporting process aligned with the behaviour policy. Any incidents requiring recording or escalation are documented in SIMs and audited weekly by Phase Leaders, Deputy Head, or the Headteacher. Unacceptable behaviour is addressed promptly and appropriately, contributing to a positive and respectful school culture.

Victoria College

Behaviour at the College is largely good, and as our new systems have bedded in we are seeing improvements year on year. 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.

Heads of Year 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. After a year in role, the new Heads of Year have grown in confidence and assurance, and are more established. This has led to improved management of concerns.

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. Regular assemblies are held, generally on Monday/Tuesday, in the form of Lower School (Y7-9) and Upper School (Y10-13) assemblies. These assemblies are generally led by a member of the Leadership Group, though they have also been led by students and external speakers as appropriate.

Student Support saw significant changes over the academic year, including a change of SENDCo, and the employment of additional TA (including ELSA) support. We are still desperately underfunded in the area of Inclusion by the Government of Jersey, and engagement with CYPES has been made by the Headteacher and Governors on this issue. The work of the team in Student Services in coping with the shortfall has been nothing short of outstanding. This is testament to the leadership of the two SENDCos over the year: Orla Priestley initially, and followed by Clare Scott as her successor. Provision of both academic and emotional support has been prioritised, and is now operating at capacity. Our provision is significantly below what our students require, and we regularly have to make hard choices.

Co-Curricular

Clubs and Activities

The provision for clubs and activities has continued to grow and flourish under James Townsend's temporary stewardship and there is a whole of array of activities available for all year groups both at lunch and after school (these are listed in the School Newsletter for each term and viewed via the platform SOCs). Feedback from students is sought through the Student Voice and surveys to ensure the provision reflects the activities and interests that our students wish to participate in. Although a number of clubs and activities run through paid external providers, many of the activities are provided through the goodwill of staff within the school. The recent introduction of SOCs cocurricular package allows for a much easier way for parents to sign up students to activities but also provides valuable data for insights into which pupils do what to further guide our provision and developing it.

Both CCF and the Duke of Edinburgh's Award have continued to be extremely popular to those students in Y9 and above, and all students in Y9 are now trained in the basic skills required for the Bronze DofE programme, should they wish to then pursue it to completion. Provision is currently being developed by our DofE manager, Mandy Blackmore, to access the Gold Award but in an affordable way to be inclusive and this will hopefully take place around the Channel Islands as opposed to the UK during activities week in the summer.

House System

The House system underwent a substantial rejig at the start of 2022/2023. The appointment of the five new Heads of Houses allows a greater focus on 'House Spirit' and encouraging students to get involved with the myriad of competitions available throughout the year, rather than engaging also on pastoral and disciplinary matters, which now falls to the Head of Year to oversee. The focus has been to increase the competitions that fall outside of the sport arena and the introduction of a chess competition throughout each year group and a general knowledge quiz with different year groups working as a team has been welcomed and been very successful. There are more competitions in the pipeline, for example a Rubik's Cube competition and a public speaking and/or a debating competition to add to the growing Ed Le Quesne Cup events and to recognise the school's growing commitment to developing oracy skills.

Personal, social, health and economic education

PSHE continues to develop and grow within the school and Elise Falla has been exceptional in her roles as both Student Voice and PSHE Coordinator. The introduction of a timetabled lesson of PSHE in Y11 this year has allowed for quality Relationship and Sex Education (RSE) to be delivered by a core group of teachers alongside Brook as an external agency. This builds on the strong work done to ensure timetabled lessons in Years 7-9 and joint school PSHE provision with JCG in recent years.

Celebration and reward

Recognition, celebration and reward continue to be a big part of school life and a termly assembly is held to allow for the school community to come together and celebrate as one the different endeavours and achievements of both students and staff.

Examination results

Victoria College Preparatory School



Children, Young People,
Education and Skills

Primary School Website Report

KS2 (Year 6) Attainment

The Jersey Primary Assessment Framework (JPAF) is used by all Government of Jersey primary schools to assess pupil attainment. Under the JPAF the terms 'Emerging', 'Developing', and 'Secure' are used to show the extent to which a pupil has understood and can apply what they have been taught across the year from the Jersey Curriculum.

Under the JPAF, the terms 'Emerging', 'Developing', and 'Secure' are used to show the extent to which a pupil has understood and can apply what they have been taught at the end of each academic year. For most pupils, the assessment judgements will correspond with the curriculum objectives for the chronological year group that they are in. For example, a pupil in Year 6 may be assessed as 6 Emerging, 6 Developing or 6 Secure. Pupils assessed against curriculum objectives below their chronological year group are likely to have identified Special Educational Needs or Disabilities (SEND), or other significant barrier(s) to learning.

Reading

100% of pupils at Victoria College Prep were assessed as Developing and above within their Year Group at the end of KS2. This compares to **89%** across all schools.

Writing

100% of pupils at Victoria College Prep were assessed as Developing and above within their Year Group at the end of KS2. This compares to **86%** across all schools.

Mathematics

100% of pupils at Victoria College Prep were assessed as Developing and above within their Year Group at the end of KS2. This compares to **86%** across all schools.



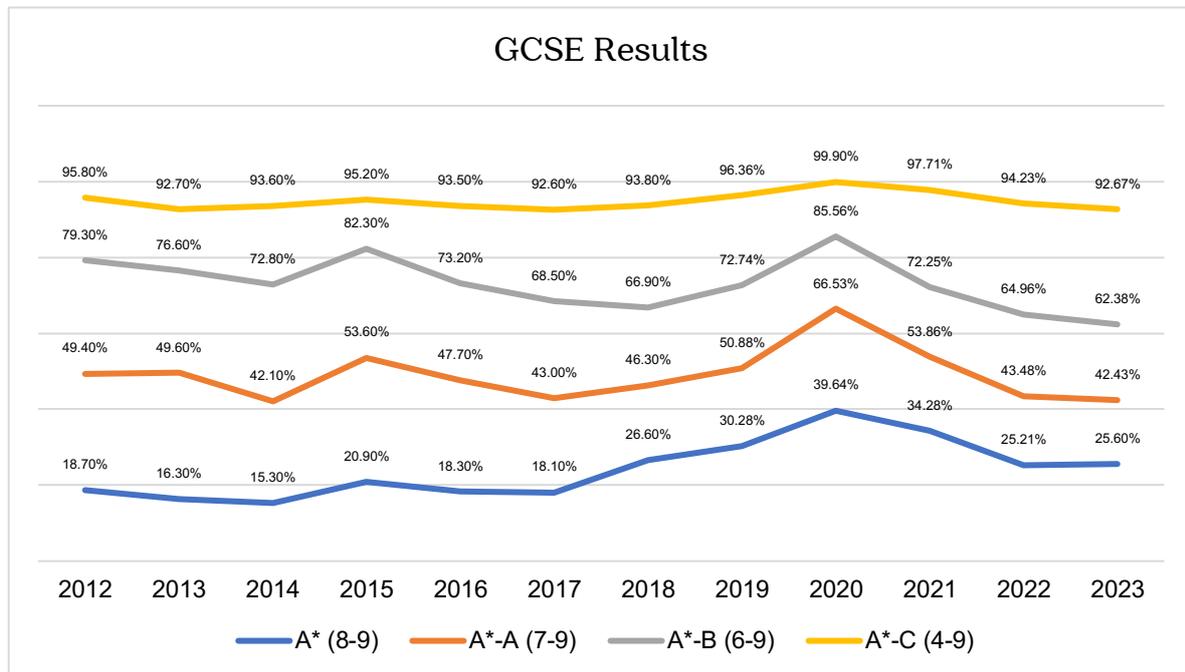
Victoria College – GCSE Results

GCSE saw a positive value added against CAT predictions, to the level of +0.78 (meeting our SDP goal of 2022-23 of +0.75). Our top end grade headlines (7-9) have held well against the tightening of grade boundaries and our 8-9 grades actually increased on last year.

Our sub-group VA was positive in every area, and the overall positive total exceeded that seen across GoJ schools.

Early entry Foundation Maths improved outcomes last year and led to a 100% 9-4 set of results.

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| A* (9-8) | 18.70% | 16.30% | 15.30% | 20.90% | 18.30% | 18.10% | 26.60% | 30.28% | 39.64% | 34.28% | 25.21% | 25.60% |
| A*-A (9-7) | 49.40% | 49.60% | 42.10% | 53.60% | 47.70% | 43.00% | 46.30% | 50.88% | 66.53% | 53.86% | 43.48% | 42.43% |
| A*-B (9-6) | 79.30% | 76.60% | 72.80% | 82.30% | 73.20% | 68.50% | 66.90% | 72.74% | 85.56% | 72.25% | 64.96% | 62.38% |
| A*-C (9-4) | 95.80% | 92.70% | 93.60% | 95.20% | 93.50% | 92.60% | 93.80% | 96.36% | 99.90% | 97.71% | 94.23% | 92.67% |

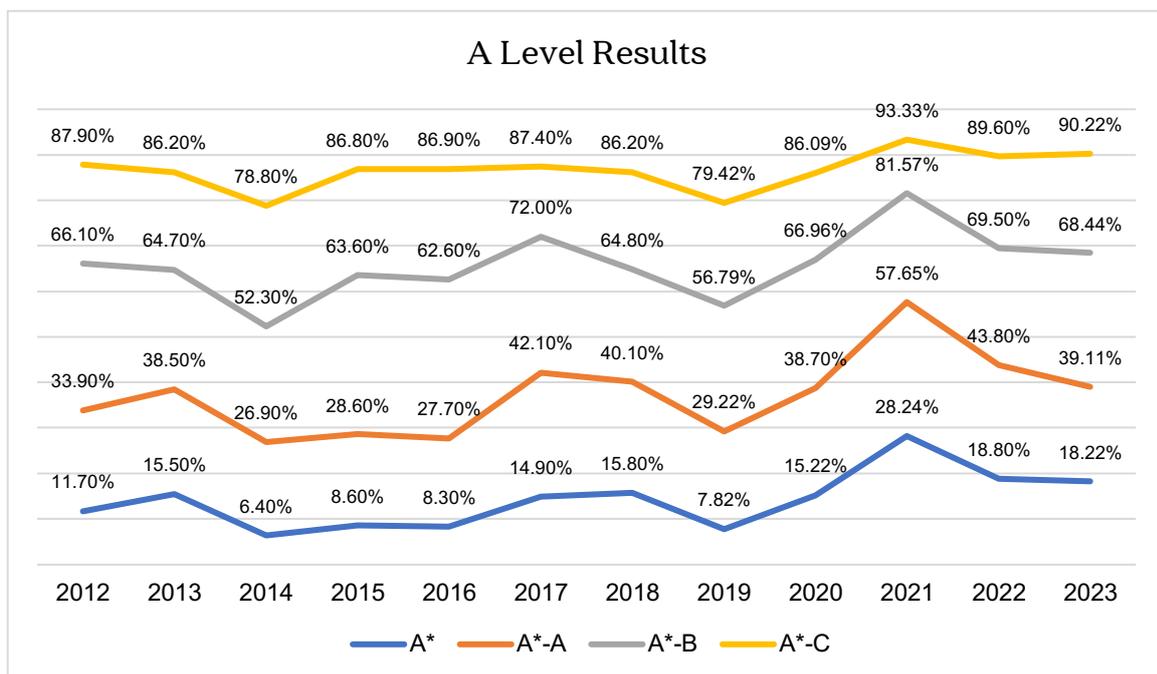


| GCSE Subject | Number of Entries | Grade Distribution | | | | | | | | | | Percentage Analysis | | | | | VA MEG | |
|---------------------|-------------------|--------------------|------------|------------|------------|------------|-----------|-----------|----------|----------|-----------|---------------------|--------------|--------------|--------------|--------------|--------------|-------------|
| | | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U | 9 | 8-9 | 7-9 | 6-9 | 5-9 | | 4-9 |
| Art | 19 | 5 | 2 | 4 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 26.32 | 36.84 | 57.89 | 94.74 | 100.00 | 100.00 | 1.63 |
| Biology | 71 | 7 | 6 | 8 | 12 | 16 | 7 | 11 | 2 | 2 | 0 | 9.86 | 18.31 | 29.58 | 46.48 | 69.01 | 78.87 | 0.06 |
| Chemistry | 62 | 12 | 9 | 8 | 11 | 9 | 9 | 5 | 0 | 0 | 0 | 19.05 | 33.33 | 46.03 | 63.49 | 77.78 | 92.06 | 0.82 |
| Computing | 24 | 3 | 5 | 7 | 2 | 4 | 1 | 1 | 0 | 0 | 0 | 12.50 | 33.33 | 62.50 | 75.00 | 91.67 | 95.83 | 1.48 |
| Design & Tech | 27 | 2 | 4 | 1 | 7 | 9 | 3 | 1 | 0 | 0 | 0 | 7.41 | 22.22 | 25.93 | 51.85 | 85.19 | 96.30 | 0.75 |
| Drama | 20 | 0 | 2 | 1 | 9 | 6 | 2 | 0 | 0 | 0 | 0 | 0.00 | 10.00 | 15.00 | 60.00 | 90.00 | 100.00 | 0.75 |
| English Language | 80 | 6 | 5 | 10 | 24 | 22 | 13 | 0 | 0 | 0 | 0 | 7.50 | 13.75 | 26.25 | 56.25 | 83.75 | 100.00 | 0.42 |
| English Lit | 80 | 10 | 12 | 16 | 21 | 14 | 6 | 1 | 0 | 0 | 0 | 12.50 | 27.50 | 47.50 | 73.75 | 91.25 | 98.75 | 1.06 |
| Food Technology | 31 | 4 | 4 | 4 | 5 | 5 | 7 | 2 | 0 | 0 | 0 | 12.90 | 25.81 | 38.71 | 54.84 | 70.97 | 93.55 | 0.83 |
| French | 47 | 5 | 5 | 7 | 2 | 11 | 10 | 7 | 0 | 0 | 0 | 10.64 | 21.28 | 36.17 | 40.43 | 63.83 | 85.11 | 0.45 |
| Geography | 45 | 5 | 5 | 14 | 9 | 9 | 2 | 1 | 0 | 0 | 0 | 11.11 | 22.22 | 53.33 | 73.33 | 93.33 | 97.78 | 1.18 |
| History | 29 | 8 | 4 | 6 | 6 | 2 | 1 | 1 | 0 | 0 | 0 | 27.59 | 41.38 | 62.07 | 82.76 | 92.10 | 96.55 | 1.93 |
| Mathematics | 80 | 8 | 10 | 14 | 11 | 31 | 6 | 0 | 0 | 0 | 0 | 10.00 | 22.50 | 40.00 | 53.75 | 92.50 | 100.00 | 0.09 |
| Further Maths | 27 | 4 | 5 | 2 | 4 | 3 | 1 | 0 | 0 | 0 | 8 | 14.81 | 33.33 | 40.74 | 55.56 | 66.67 | 70.37 | |
| Music | 9 | 0 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 0 | 0 | 0.00 | 22.22 | 33.33 | 44.44 | 55.56 | 77.78 | -0.11 |
| Physics | 43 | 19 | 5 | 8 | 6 | 4 | 0 | 1 | 0 | 0 | 0 | 44.19 | 55.81 | 74.42 | 88.37 | 97.67 | 97.67 | 1.31 |
| Religious Education | 80 | 7 | 13 | 16 | 17 | 10 | 11 | 4 | 2 | 0 | 0 | 8.75 | 25.00 | 45.00 | 66.25 | 78.75 | 92.50 | 0.56 |
| Spanish | 32 | 3 | 1 | 7 | 3 | 4 | 4 | 7 | 1 | 0 | 2 | 9.38 | 12.50 | 34.38 | 43.75 | 56.25 | 68.75 | -0.37 |
| Sport Studies | 25 | 2 | 4 | 6 | 8 | 4 | 1 | 0 | 0 | 0 | 0 | 8.00 | 24.00 | 48.00 | 80.00 | 96.00 | 100.00 | 1.43 |
| Totals | 832 | 110 | 103 | 140 | 166 | 166 | 86 | 43 | 6 | 2 | 10 | 13.22 | 25.60 | 42.43 | 62.38 | 82.33 | 92.67 | 0.78 |

Victoria College - A level

A level results headlines were again at record levels this year for A*-C%. We broadly matched the A* and A*-B headlines. This was pleasing given Summer 2023 saw the recalibration of examination marks to pre-Covid levels and grade boundaries were raised in the majority of subjects. A number of subjects performed superbly, including History and Chemistry.

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| A* | 11.70% | 15.50% | 6.40% | 8.60% | 8.30% | 14.90% | 15.80% | 7.82% | 15.22% | 28.24% | 18.80% | 18.22% |
| A*-A | 33.90% | 38.50% | 26.90% | 28.60% | 27.70% | 42.10% | 40.10% | 29.22% | 38.70% | 57.65% | 43.80% | 39.11% |
| A*-B | 66.10% | 64.70% | 52.30% | 63.60% | 62.60% | 72.00% | 64.80% | 56.79% | 66.96% | 81.57% | 69.50% | 68.44% |
| A*-C | 87.90% | 86.20% | 78.80% | 86.80% | 86.90% | 87.40% | 86.20% | 79.42% | 86.09% | 93.33% | 89.60% | 90.22% |



ALPS

Our ALPS thermometer was 4 which was below our SDP goal of 3. Collaboration subjects did skew some of the grades (e.g. Classical Civilisation, French, Spanish) downward. However, we also saw a number of departments struggle with their ALPS scores without that influencing factor, and these departments become the focus for the year ahead (Biology, Computer Science, Eng Lang / Lit).

15 report 2023 @Alkemgold Ltd

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

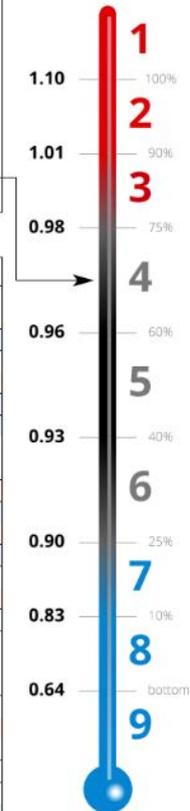
$$1 + \left(\frac{23,040 - 23,708.81}{225 \times 100} \right) = 0.97$$

A level QI score = 0.97 QI grade = 4

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| Subject | Entries | Expected Points | Actual Points | Score | Grade |
|-----------------------------|---------|-----------------|---------------|-------|-------|
| A - Art (Fine Art) | 8 | 808.24 | 900 | 1.11 | 5 |
| A - Art (Photography) | 6 | 615.31 | 720 | 1.17 | 4 |
| A - Biology | 11 | 1,223.42 | 960 | 0.76 | 7 |
| A - Business Studies | 14 | 1,346.31 | 1,340 | 1.00 | 5 |
| A - Chemistry | 11 | 1,298.15 | 1,460 | 1.15 | 1 |
| A - Classical Civilisation | 3 | 323.34 | 280 | 0.86 | 8 |
| A - Computer Science | 8 | 840.85 | 640 | 0.75 | 7 |
| A - D&T (Product Design) | 12 | 1,141.89 | 1,120 | 0.98 | 5 |
| A - Drama & Theatre Studies | 1 | 124.00 | 120 | 0.96 | 6 |
| A - Economics | 18 | 1,938.82 | 2,000 | 1.03 | 3 |
| A - English Lang. & Lit. | 12 | 1,142.81 | 1,000 | 0.88 | 8 |
| A - English Literature | 6 | 649.15 | 700 | 1.08 | 2 |
| A - French | 3 | 357.82 | 280 | 0.74 | 8 |
| A - Geography | 11 | 1,040.94 | 1,020 | 0.98 | 5 |
| A - Government & Politics | 5 | 483.37 | 520 | 1.07 | 3 |
| A - History | 18 | 2,006.47 | 2,020 | 1.01 | 4 |
| A - Italian | 1 | 124.00 | 140 | 1.16 | 6 |
| A - Mathematics | 23 | 2,692.58 | 2,520 | 0.92 | 5 |
| A - Maths (Further) | 5 | 620.00 | 580 | 0.92 | 6 |
| A - Media Studies | 5 | 453.64 | 480 | 1.05 | 5 |
| A - Philosophy | 3 | 306.15 | 300 | 0.98 | 3 |
| A - Physical Education | 11 | 1,123.65 | 1,120 | 1.00 | 4 |
| A - Physics | 12 | 1,379.61 | 1,240 | 0.88 | 5 |
| A - Psychology | 17 | 1,544.29 | 1,480 | 0.96 | 5 |
| A - Spanish | 1 | 124.00 | 100 | 0.76 | 8 |
| Totals | 225 | 23,708.81 | 23,040 | | |

Alps 15





Victoria College Foundation



Established in 2002 during the schools' 150th anniversary celebrations, the Victoria College Foundation initially aimed to raise funds for capital projects and provide student bursaries. Over the years, it successfully funded major refurbishments and building projects to support the schools in executing their development plans.

Presently, the primary goal of the Foundation is to providing means tested bursaries and essential financial support to students, ensuring that the doors of education remain wide open for every aspiring young mind.

Embodying the College's spirit of inclusivity and empowerment, the Foundation is committed to breaking down financial barriers that might hinder boys from accessing the transformative power that an education at Victoria College can provide.

We believe that every boy, regardless of their socio-economic background, deserves an equal chance to flourish and thrive.

A good education transcends one's background and can create a ripple effect that extends far beyond the individual. By investing in the education of our boys, we contribute to the building of a better society because the impact of a good education is immeasurable, shaping not only the future of individuals but also the communities they serve.

For the College to truly realise its strategic objectives around inclusivity, maintaining and increasing the current level of financial support from the Foundation is paramount.

Inclusion is not just a slogan; it is a commitment to providing equal opportunities for all students, regardless of their financial circumstances. By broadening the reach of support, the school ensures its corridors are filled with a diverse array of talents and perspectives, which in turn enriches the educational experience of all boys.

As we look towards the future, the Foundation faces a challenging financial target. To sustain the current level of support and extend its reach to more boys, the Foundation aims to raise £1.75 million by 2027, the 175th Anniversary of the College.

This financial goal is not just a number; it represents the collective aspirations of students who, with the right support, can blossom into leaders, innovators, and contributors to society.

Supporting the Victoria College Foundation is not merely a charitable act; it is an investment in the future. By contributing to the Foundation, you become a catalyst for positive change, breaking down barriers that may impede bright young minds from reaching their full potential.

Your support is a testament to the belief that education is a universal right, and every student, regardless of their background, deserves a chance to shine.

I invite you to stand with the Victoria College Foundation in pursuit of this important mission.

Paul Willing
Chair, Victoria College Foundation

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

Patrons:

- His Excellency the Lieutenant-Governor of Jersey, Vice Admiral Jeremy Kyd CBE
- The Bailiff of Jersey, Sir Timothy le Cocq KC,

Directors / Trustees 2022-2023

| Name | Term of Office |
|-------------------------|------------------------|
| Paul Willing (Chair) | |
| Oliver Hughes | Retired August 2023 |
| Brian Watt | Retired March 2022 |
| Richard Stevens | |
| Mr Dan Pateman | |
| Christopher Scholefield | |
| Matthew Sutton | Retired January 2023 |
| David Lambotte | |
| Susana Rowles | Appointed January 2023 |

Contact

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