



VICTORIA COLLEGE PREPARATORY SCHOOL

VICTORIA COLLEGE

Board of Governors

Annual Report

2023 - 2024

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Introduction: Chair of the Board of Governors

As I sit and reflect, over the past 6 years as a Governor, I am mindful of the significant steps both schools have taken, the hard work and dedication to support, care and development of our students. This is never more evident than when you visit the schools, where you feel a sense of calm amongst the high energy and laughter that is palpable in breaktimes!



Both schools have received positive school reviews, which is testament to the clarity of direction being set by their respective senior leadership teams. It has also provided a clear mandate for continuing to build on these reviews, with both schools continuing to identify and improve on areas that will raise the bar even higher. This drive for self-improvement is important and one that will help us flourish as a community.

The work, led by the schools and created in partnership with our community, with regard to their strategic ambitions, is impressive. This is being weaved into the way they are monitoring and reporting their progress. As a Governing Body, we are delighted with the thinking that has gone into it and the desire to find real and tangible outcomes that match this ambition. Providing line of sight from the Boardroom to operational delivery on the ground is hard, however the engagement to make this happen is impressive.

The continued increase in our roll is an outcome of the significant cultural change that is being led across both schools, and the clarity of thinking. The fact that parents and their boys are seeing our schools as wholly credible and relevant with the focus on an all-round education, supported by an exceptional co-curricular programme, is down to the dedication of all our staff at both schools. With circa 50% of new entries to the school in Year 7 coming from other schools, there is a dynamic and more diverse feel to the groups of students as they make their way into the secondary school arena.

During this period, there has been continued joint working, specifically with JCG as part of the Students Forum and higher profile engagement with VAWG. Speaking to the students involved, they are conscious of the efforts and positive changes their working together is bringing to their school communities. Asked to reflect on how it now felt, they expressed thoughts that this is 'now the norm' and that the younger students in the schools only know the communities to engage more regularly at different age groups. They have done and continue to do sterling work in this field, and we would like to thank and recognise them for their high engagement.

Academic results are of course a marker during a student's time with us. This year's results, at both A level and GCSE, have been impressive. More impressive is that during their time at school, the boys have the opportunity to grow into young men, who are equipped and ready for the next level – they are respectful, polite, supportive, humorous, self-aware and are supported to be the very best they can. Good people, make great Victorians.

Massive thank you to Dan, Gareth and their teams, and my team of Governors who continue to give up their time to make the schools even better places.

I wish you well and look forward to seeing the schools continue to flourish and develop while keeping a mindful and respectful eye on the past. There is always more to do, and I look forward to seeing even wider engagement in our community. It has been an honour and a privilege.

Floreat Collegium

Richard Stevens
Chair of the Board of Governors

Headteacher's overview – VCP

The school year was a vibrant tapestry of learning, growth, and community milestones. From the first day of term to the final assembly, students, staff, and families united to create a positive and inspiring environment. The year was marked by academic achievements, creative endeavours, and a renewed focus on our shared goals.



A notable highlight was the launch of the much-researched Joint School Strategic Plan 2023-28, a forward-thinking blueprint designed to guide the school's growth over the next five years. This collaborative initiative reflected the hard work of staff, students, and stakeholders and set a clear vision for excellence in academics, wellbeing, and innovation.

Throughout the year, classrooms buzzed with curiosity as students explored new concepts, engaged in hands-on projects, and excelled in assessments. Extracurricular activities flourished, with sports teams, music ensembles, and drama productions offering students opportunities to shine outside the classroom. Highlights included a thrilling school show 'Star Wars', victories in local and national sports competitions, and an Art and language Eisteddfod that drew praise from the wider community.

Strong bonds were forged through acts of kindness, teamwork, and support. Celebrations such as cultural festivals, charity events, and the much-loved VCP School Fete added joy to the year.

As the school year closed, the shared sense of achievement was palpable. It was a year that inspired hope, ignited passion, and set the stage for an exciting future.

Dan Pateman
Headteacher Victoria College Preparatory

Headteacher's overview – VCJ



My word for this year has been 'positivity', and the need to demonstrate this through what has been an exciting, transformative and at times challenging year, has been clear. The community has been superbly positive over the last 12 months even with the challenges of Storm Ciaran, industrial action and post-Covid recalibration of examination marking, and we have seen significant achievements and progress at Victoria College in that time.

The most notable event was the launch of the much-researched Joint School Strategic Plan 2023-28, in September 2023. It provides clarity of direction for the next 5 years at the College. All stakeholders not only had a voice in this plan and we look forward to its implementation through its 3 clear pillars and constituent aims in the years ahead.

There are so many other highlights over the year, but to pick a few: the school raising over £10,000 for our Foundation; seeing our record A*-C% at A Level for cohorts sitting public examinations; a very pleasing +0.76 value added score for GCSE results; winning the Ashburton Shield in the summer of 2023 for shooting; our inaugural GCSE Music Conference and now regular Tomorrow's Leaders student leadership Conference; the launch of a new Faculty model to support improved academic progress in all departments; students speaking at the Violence Against Women and Girls Taskforce Report launch event to significant public acclaim; winning the Year 8 De Putron Challenge; our Joint College Orchestra, 24-strong String Sinfonia, Junior Wind Band, Voces Victoria, College Choir and soloists combining for a concert that raised hundreds of pounds for the Bailiff's Storm Appeal; outstanding results in our LAMDA communication qualifications; the launch of our Peer Mediation Project with the Resolution Centre; success for students at European Cricket League as part of OV's Cricket Club; hosting the PWC Young Musician of the Year event, and hosting Victoria College's U18 7s Tournament and dinner – the most southerly tournament in the British Isles.

I was delighted to receive a very positive Jersey Schools Review Framework inspection this year, which was testament to the hard work and positivity shown by so many as the College has embarked on a period of notable strategic, organisational and cultural change over the last three years. There was pleasing recognition that we are already achieving so many fantastic things within our community, and with continued desire for positive change in the years ahead, the future looks very bright indeed.

I'd like to thank my wonderful staff, hugely supportive governors, engaged parental body and of course my incredible students, for all they've done to make Victoria College such a special place.

Floreat Collegium.

Dr Gareth Hughes

Headteacher Victoria Colleges



One-Page Plan Summary

Our Five-Year Plan 2023 - 2028



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 2024):

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 December 2024	r.stevens@vcj.sch.je
Mrs Alexandra Ruddy (Vice Chair)	To March 2025	a.ruddy@vcj.sch.je
Mr Nick Cawley (Vice Chair)	To November 2024	n.cawley@vcj.sch.je
Mr Paul Willing	To September 2026	p.willing@vcj.sch.je
Mr Lee Bosio	To March 2025	l.bosio@vcp.sch.je
Mrs Susana Rowles	To March 2025	s.rowles@vcj.sch.je
Mr Colin Smith	To November 2027	c.smith@vcj.sch.je
Mr Christopher Philpott	To April 2027	c.philpott@vcj.sch.je
Mr Alexander Green (remote)	To March 2027	a.green@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
Mrs Tina Caldeira (VCJ)	To October 2024	t.caldeira@vcj.sch.je
Mr Henry Goatcher (VCP)	To April 2027	h.goatcher@vcj.sch.je
Melanie Grandfield (VCJ)	To 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)	To September 2025	s.nicolle@vcp.sch.je
Miss Rebecca Kane (VCJ)	To June 2025	r.kane@vcj.sch.je

In Attendance / Right of Attendance	
Name	Role
Andrew Willis	Senior Adviser, CYPES
Deputy Inna Gardiner Deputy Rob Ward	Minister for Education or 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	Clerk to the Board of Governors

Meetings of the Board of Governors

The Board of Governors met on the following dates:

<u>5th December 2023</u>	<u>12th March 2024</u>	<u>1st July 2024</u>
Attendees:	Attendees:	Attendees:
Governors	Governors	Governors
Advisors	Advisors	Advisors
Joint Student Forum	Joint Student Forum	Joint Student Forum
Agenda:	Agenda:	Agenda:
Welcome and apologies	Welcome and apologies	Welcome and apologies
Declaration of interests	Declaration of interests	Declaration of interests
Minutes of previous meeting held on 4 th July '23	Minutes of previous meeting held on 5 th December '24	Minutes of previous meeting held on 12 th March '24
Matters Arising schedule	Matters Arising schedule	Matters Arising schedule
Board of Governors Administration and Governance	Board of Governors Administration and Governance	Board of Governors Administration and Governance
Sub-Committee Chair Reports	Sub-Committee Chair Reports	Headteachers' Reports
Headteachers' Reports	Headteachers' Reports	Sub-Committee Chair Reports
Board of Effectiveness	School Review	Core Topics – Succession Planning, Committee Restructure
	Core Topics – Governors Restructure, Funding	

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 31/12/2023
Victoria College	2022 Spring	673	664
	2022 Summer	674	663
	2022 Autumn	665	684
Victoria College Preparatory	2022 Spring	275	268
	2022 Summer	276	268
	2022 Autumn	266	261
Fees charged (per term)			
Victoria College	2022 Spring	£2,240	£2,318
	2022 Summer	£2,240	£2,318
	2022 Autumn	£2,318	£2,504
	% increase	3.50%	8.00%
Victoria College Preparatory	2022 Spring	£2,219	£2,286
	2022 Summer	£2,219	£2,286
	2022 Autumn	£2,286	£2,469
	% increase	3.00%	8.00%
Government of Jersey Grant	(per pupil per annum)		
	Victoria College	£3,484	£3,631
	Victoria College Preparatory	£1,319	£1,365
Funding from Government of Jersey		£	£
Government of Jersey Grant		2,695,682	2,796,952
6th Form Bursary		53,760	55,632
Jersey Premium		24,000	22,000
RON Funds			72,561
Other			67,000
Less Corporate deductions		(29,442)	(32,014)
Less Teacher Pension Adjustment			(284,231)
Total Net Grant		2,744,000	2,697,900
Income		£	£
School Fees		6,396,258	6,653,130
Other Income / Hire of Facilities		3,615	4,230
Recharges to other schools & miscellaneous income		161,072	210,928
Total Income		6,560,945	6,868,288

Victoria College and Victoria College Preparatory School

Expenditure	YE 31/12/2022	YE 31/12/2023
	£	£
Teaching Staff	6,054,888	6,246,240
Non-Teaching Staff	1,415,664	1,749,707
Premises	645,245	695,777
Supplies and Services	748,377	585,996
Administrative costs	237,824	213,778
Financial Assistance	155,835	156,802
	9,257,833	9,648,300
Property Occupancy Charge	160,000	80,000
Langford	76,687	69,445
Total Expenditure	9,494,520	9,797,745
Summary	£	£
Income	6,560,945	6,868,288
Expenditure	(9,494,520)	(9,797,745)
Net Income/Expenditure	(2,933,575)	(2,929,457)
Net Grant from Government of Jersey	2,744,000	2,697,900
Pay Inflation from Government of Jersey		204,939
Net Deficit	(189,575)	(26,618)
Brought forward	79,178	0
Budget Adjustment	6,397	0
Capital Provision	(46,000)	0
Capital Drawdown	150,000	0
General Deficit c/fwd	0	(26,618)
Capital Provision	£	£
Capital ringfenced	288,874	184,874
Cashflow loan – Note 1.	(104,000)	
Total Capital Provision	184,874	184,874

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

The committee will liaise on behalf of the Board of Headteachers with CYPES and the Minister with regard to the matters outlined above.

Victoria College Prep - Summary of investment in the year

Staffing

- We continue to maintain a Science specialist and are now extending to support CYPES and other island schools in this area.
- We have supported requests from two long serving staff members to work part time by creating a flexible timetable.
- We have supported a number of staff with parental leave absence whilst enduring no change to the teaching provision for our students.

Premises

- The Year 4 fire doors have now been replaced.
- We have invested in improvements to playground environment with painted surfaces, new fencing and football goals.
- Work on the fire safety mitigation program continues with JPH and CYPES.

Victoria College - Summary of Investment in the Year

Staffing

- We have supported sabbatical periods for three members of teaching staff. Mr Jon Kellett joined us from Grainville on secondment and provided additional support to the leadership team for a year.
- We appointed a new SENDCO, Mrs Clare Scott, and provided support to ensure she is able to dedicate her full attention to the role, without carrying a teaching timetable as well.
- We have expanded the teaching provision in IT to meet the demands of an increasingly popular subject area.
- We have supported a number of staff with parental leave absence whilst ensuring no change to the teaching provision for our students.
- We now employ our own dedicated IT support team and no longer rely on contract provision.

Premises

Our site team, working in partnership with JPH and CYPES have made improvements to the site:

- Repairs to all roof areas and clean up around the site of all fallen trees and branches following storm Ciaran
- Eden toilet refurbishments
- De Quetteville Library roof repairs
- Upgrade and extension to CCTV system to improve site safety and safeguarding
- Improvements to the irrigation system for College Field
- College Field fencing has been repaired and restored
- Pavilion changing room and toilets refurbished
- Squash Courts upgraded in conjunction with Jersey Squash Association
- A major refurbishment has been completed in the Bistro; new flooring, new furniture, updated equipment and a new acoustic solution installed
- De Carteret & Devenport – lighting upgraded throughout to LED
- External redecoration of Tilling
- New IT suite brought on stream, taking over existing classroom space
- Music Block refurbishment
- Work on the fire safety mitigation program continues with JPH and CYPES.

Alexandra Ruddy

Chair, Finance & Premises Sub-Committee

Governance, Leadership and Management Sub-Committee



Summary

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. This is an overview of the academic year 2023-2024.

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:

- Supporting VCJ with its school review and ensuing report
- 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.
- Reviewing the committee structure and aligning it with CYPES Jersey School's Review Framework (JSRF) output. The new committee structure was subsequently agreed by the Board in December 2024.

Matters of note

The focus for this period has been redefining and aligning the committee structure with the JSRF. The committee has been actively involved overseeing the management of matters prioritised by the SLT and liaising with CYPES and the new Ministers in respect of strategic issues.

Alexandra Ruddy

Vice Chair, GLM Sub-Committee

Teaching and Learning Sub-Committee



Summary

The T&L sub-committee meeting would like to highlight the continuous efforts of both schools towards educational excellence and inclusivity. This year primary focus was placed on measurement and data, with an emphasis on establishing a more comprehensive data pack to include previous years' data for trend analysis.

Strategic Goals for Teaching and Learning for 2023-24:

VCP - worked on implementing peer mediation

VCJ - focused on enhancing oracy

VCJ Jersey Schools Framework Review

From a T&L perspective, the independent reviewers noted that the school maintains high academic standards, consistently outperforming other schools in Jersey and the UK. By Year 11 and 13, students achieve higher-than-average results in public examinations, with most going on to university or employment. The review also identified some tangible areas for improvement which have been welcomed. Namely the Integration of SENDCO onto Leadership Group to support improved recognition of SEN at strategic and operational leadership level, and the implementation of Heads of Faculty for September 2024 to improve line management and to support improved consistency of T&L.

Attainment

VCP: All students, across all year groups achieved at least the "Developing" level or higher.

In reading, 91% of boys achieved "Secure" or "Secure Plus." In writing, 83% of boys reached the same levels, and in maths, that figure was 94%.

VCJ: At GCSE, Y11 secured Victoria College's highest ever pass rate in formally sat exams, with 98% of grades at 9-4. In addition, nearly 1 in every 4 grades (23%) was at the very highest grades, 9-8. Most pleasingly, however, is that these results placed the College in the top 25% of schools nationally in terms of progress, regardless of each student's individual starting point.

At A level, Y13 secured the best A level results in the Channel Islands, with over 40% being graded as A* or As, with an overall 88% being graded at A*-C. This placed the College in the top 10% of all schools nationally for the highest rate of individual student progress, regardless of a student's starting point. For the third year in a row, both our students holding Oxbridge offers confirmed them with straight A*s, and we were delighted to see that over 95% of our students seeking higher education have confirmed either their first or reserve choice universities, another increase on last year.

Teaching and Learning

VCP: Subject leaders in English and Math evaluate data related to reading, writing, and Maths performance across the entire school. They compare teacher assessments with the assessment data, and provide recommendations based on this analysis. Discrepancies between teacher judgments and assessment results are addressed by getting staff to work on internal moderation during staff meetings within their subject teams. This collaborative effort successfully reduced the gap between teacher judgments and assessment data.

VCJ: Several internal reviews have been conducted in the year, namely PE, Maths and MFL. Art and Design Technology (DT).

There was a larger number of students identified as SEN then previously and the school is committed to ensuring that SEN students perform at the same level as non-SEN counterparts.

Revision materials are being standardised across all year groups to include materials, revision guides and practice exam papers.

Oracy Focus

VCP: Oracy continues to be highly successful, with full involvement in all classes and lessons. Staff members are actively participating in relevant conferences to stay updated and improve their skills. Notably, students have shown significant improvements in their use of sentence stems, articulation, and discussion skills. These improvements are evident in their written work.

VCJ: Oracy is progressively being integrated and established within various school subjects. Students are becoming accustomed to using sentence stems, which has shown to be beneficial. There is a potential advantage in creating stronger connections between the two schools through this oracy initiative.

Susana Rowles

Chair, Teaching and Learning Sub-Committee

Safeguarding Sub-Committee



Purpose

To support both schools in their efforts to ensure that the safeguarding of all stakeholders remains a priority.

2023-2024 Overview

The continued appetite of both VCP and VCJ to develop their safeguarding practices and expertise, is leading to an even stronger culture of safeguarding evident across both sites. Leadership teams continue to work in an open and transparent manner evidenced through subcommittee meetings during the year and seek support from governors on matters when appropriate. There have been many areas linked with safeguarding addressed over the year and below provides a flavour of key areas involved.

Attendance

Both schools have returned to pre Covid-19 attendance levels with VCP surpassing this figure on several occasions over the past year. SLT know individual context behind boys whose attendance is bellowed the desired level.

School Review VCJ

A total of eight reviewers, led by an experienced off-Island reviewer, visited VCJ between 5-7 March 2024. They observed teaching and learning, scrutinised samples of learning, held discussions with members of the governing body, senior and middle leaders, and examined departmental plans and behaviour and safeguarding records. With reference to safeguarding, the report refers to the culture of kindness and respect being 'palpable' which is crucial in enhancing the safeguarding of all. The refreshed PSHE curriculum has a higher profile in VCJ and is tackling current social matters by raising awareness "proactively. Other notable references to safeguarding in the report include pupils saying that they "know who they can turn to" and "They trust staff and feel safe." There is also acknowledgement that there are a number of staff trained to the high level of Designated Safeguarding Lead (DSL). Finally, it is stated that "bullying is rare" which is testament to the hard work and recent focus on this matter over the past 18 months in particular.

Recruitment & Retention

Recruitment to positions within schools remains a major challenge across Jersey. Both schools have been very effective in recruiting despite challenges to ensure that they have bodies in front of the boys. VCJ took the decision, in recognition of the importance of safeguarding, to appoint Phil Le Claire as the school's new DSL in a non-teaching role. This allows the focus of safeguarding to be maintained on a day long basis. Phil brings a wealth of experience from the safeguarding perspective form previous roles, which does include the school context.

Special Educational Needs (SEN)

There is a real focus on the area of SEN with many more assessments being carried out that previously at VCJ. Further implementation of SEN strategies and associated staff expertise within the lesson context, are a key focus of the SEN and Leadership team.

Colin Smith

Chair, Safeguarding Sub-Committee

Marketing Sub-Committee



Purpose

The Marketing 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 implementation 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 Leadership Group and Governors to effectively track success over the 2023-28 period.

Performance & Monitoring

A review of the subcommittee structure was carried out during 2023/24 with a restructure proposed for the Autumn term '24 to provide a closer alignment to the school's plan. Marketing elements will feature across multiple subcommittees rather than one dedicated group recognising the need for cohesion across many of the schools' initiatives.

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.

Board of Governor's Administration

The marketing subcommittee has provided oversight of the following areas:

- Student rolls and conversions through the colleges onboarding process
- Admission, trends, review and predictions
- 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 Communication
- Survey results and responses in relation to previous processes and responses
- Managing the message of the school both internally and externally

Matters of note

Recruitment has remained a key focus for VCJ following a process review at the start of the last Academic year following 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. It is encouraging to report that in line with strategic objectives of reducing reliance on supply and agency staff the school has near to 100% cover through permanent staff.

We have seen notable improvements in many areas under the marketing remit in terms of target setting, open communication and constructive discussion. The OKR format has been well received and the team have been able to demonstrate improvements in multiple elements with stretch targets in many. We look forward to continuing in this vein into the new academic year.

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	Mrs Emily Martell
Caretaker	Mr 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	Mrs Lana Conboy, 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/CLT/ Phase Leader 5/6	Miss Kelsey Rowland, B.A. (Hons)
Teacher/Geog/Hist Subject Leader	Miss Harriet Simon, BSc, PGCE
Year 6	
Teacher/Computing Subject Leader	Mr Michael Delahunty, B.A. (Hons)
Teacher/DT Subject Leader	Mrs Alison Hart, B.Ed (Hons)
Teacher	Miss Jessica Cross B.A. (Hons), PGCE
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 & After School Club Mgr	Mrs Lynda Le Gallais
Learning Support Assistant	Mrs Kelly Paterson
Learning Support Assistant	Mrs Shelly Jacobs
Learning Support Assistant	Mrs Rachel Du Feu
Emotional Literacy 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 Katie Burrow

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 Alicja 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

At the close of the academic year, Victoria College Preparatory (VCP) reported a total student roll of 260, with an overall attendance rate exceeding 96%. This attendance level is notably higher than the expectations for Island schools. To ensure continued success, regular welfare checks are conducted and cross-referenced with various data sets, enabling the prompt identification and resolution of any attendance concerns. The effectiveness of our approach is further enhanced through discussions held during PARM meetings with the States Educational Welfare Officer, and the use of the SIMS system allows for immediate action based on real-time data.

Victoria College

The roll stood at 682 at the beginning of the academic year and is increasing year on year, expecting to exceed 700 in September 2024. High level of interest and an increasing % of market capture (above 22%) has necessitated a 6 form entry and an offer to 130 students into Year 7. We saw applicants from 25 primary or preparatory schools this year – our highest in over a decade. It is unlikely, due to constraints of the site, that we will be able to continue to offer 6 forms for more than one additional year ahead.

The College enjoys a strong culture of attendance, ably managed by our attendance officer and the new DSL, working with Heads of Year and tutors to investigate periods of absence and ensure barriers to attendance are identified and mitigated. The bounce back after the disruption of the Covid-19 pandemic has been stronger than the Island average, demonstrating the value boys and parents place on the College's education offer.

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We have striven to ensure we are robust with our attendance 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. As a result, our attendance data is generally very good – around 95% - and both meets CYPES expectations across the student body and exceeds the Island average.

Figure 1: (Source: CYPES)

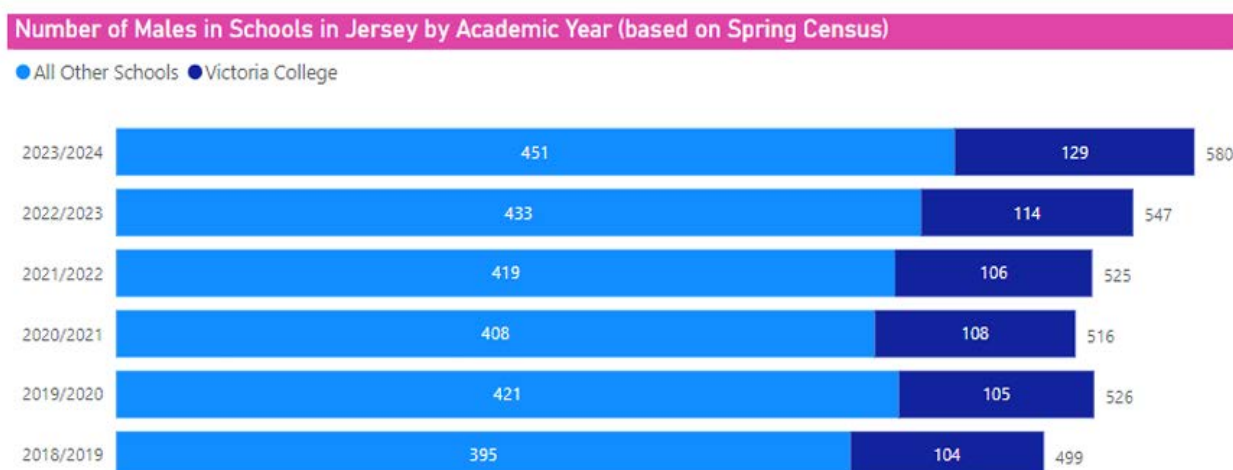
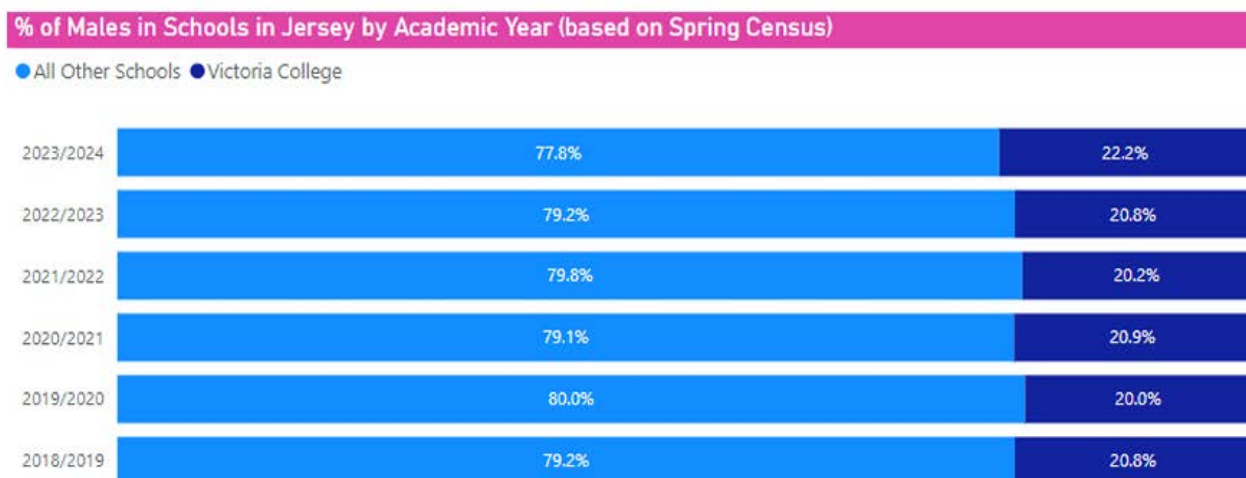


Figure 2: (Source: CYPES)



Standards of Behaviour

Victoria College Preparatory School

The standards of behaviour at Victoria College Preparatory (VCP) are consistently exemplary, as confirmed by regular external evaluations and thorough self-assessments. Our students demonstrate confidence and self-assurance, coupled with a commendable attitude towards learning, which significantly enhances their academic progress. The combination of established routines, high expectations, and well-structured activities fosters excellent behaviour during lessons.

VCP maintains a rigorous reporting process in accordance with our behaviour policy. Any incidents that require documentation or escalation are recorded in SIMS and reviewed weekly by Phase Leaders, the Deputy Head, or the Headteacher. Unacceptable behaviour is swiftly and appropriately addressed, reinforcing a positive and respectful school culture.

Victoria College

We are proud of the cultural evolution at the College, with kindness regularly referred to as a desired behaviour for all students. Pupils' behaviour is generally good in lessons because of established routines, high expectations and focussed, well-planned activities. Our Culture and Ethos policy is regularly reviewed based on staff, parent and student feedback. The school has developed a clear reporting and support system to support teachers. Any unacceptable behaviour is dealt with promptly and appropriately. We have a well-used system of behaviour and reward points, regularly monitored by Heads of Year and tutors, and we also celebrate positive engagement through Celebration Assemblies, Headteachers Tea Parties, and communication home to parents.

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. The appointment of a non-teaching DSL mid year has built on already assured safeguarding practice. We have taught PSHE lessons in Key Stage 3 and Key Stage 4, and an excellent assembly programme (including major whole school, year group and house-specific assemblies) that allows students to hear from a range of interesting external and internal speakers, including other students; this all supports excellent personal development in our students.

Our commitment to developing an outstanding Student Support department demonstrates our wish to support as many students as possible. Its provision continues to be a cornerstone of our school, and an area of pride. However, the resources are stretched thin as a result of structural underfunding in the area of Inclusion by the Government of Jersey, and regular engagement with CYPES has been made by the Headteacher and Governors on this issue. The work of the team in Student Services in continuing to cope with the shortfall whilst seeing diagnosed need increasing almost weekly, has been nothing short of outstanding. This is testament to the leadership by the SENDCO and the proactive approach of the wider team. Our provision is significantly below what our students require, and we regularly have to make hard choices.

Curriculum Overview

Victoria College Preparatory School

At Victoria College Preparatory (VCP), our curriculum is crafted to inspire and challenge students, fostering a lifelong passion for learning. Our commitment to excellence in teaching and learning is reflected in a dynamic curriculum that offers a broad spectrum of opportunities. We are dedicated to nurturing a positive, enthusiastic approach to education, providing both academic and extracurricular activities that enable every student to reach their fullest potential.

VCP is unwavering in its commitment to delivering a curriculum that is broad, balanced, relevant, and inclusive for all students. We place a strong emphasis on supporting pupils with Special Educational Needs and those for whom English is an additional language, ensuring that our inclusive approach is implemented, monitored, and supported effectively within the classroom. Our educators are dedicated to expanding students' skills and talents, presenting challenges that encourage deeper learning and intellectual growth.

The pursuit of achievement and a genuine love for learning are central to the ethos of Victoria College Preparatory School. We are committed to developing aspirational students who exemplify respect, resourcefulness, and resilience. Our curriculum, while rooted in traditional values, is delivered through a flexible and creative teaching approach that adapts to the needs of our students.

In a rapidly evolving global landscape, we recognize that learning is a continuous process involving the acquisition of knowledge, skills, and positive attitudes. Through close collaboration between educators and students, as well as a strong partnership between home and school, we strive to develop well-rounded individuals equipped to meet both local and global challenges, ensuring their success in the future.

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.

At Key Stage 3 (Y7-9) we offer a very broad curriculum, with all students studying English and Maths, three separate sciences, two languages (French and Spanish), three humanities (Geography, History and RE), Music, Art, DT (including Food and Nutrition), PSHE and PE.

In Year 7 and 8, we have recently replaced an "Enrichment" lesson with a Digital Literacy / ICT lesson. This is one hour per week, with the scheme of work planned by the Computer Science Department. We will retain some elements of the Enrichment curriculum (Study skills, Jerriais), but replace the explicit Oracy skills (now covered in almost all island primary schools in Y6) and some other topics with greater emphasis on teaching students key skills for using Teams, OneNote, Excel, Word, email etc. We have retained one Enrichment lesson in Year 8 which involves a rotation in Music, Art and Drama and allows students in Year 8 who continue with an orchestral instrument to make music together, and offer development of speech and language and creative art.

At Key Stage 4, the majority of students study 9 GCSEs. All students take English Language and Literature and Mathematics, a minimum of two sciences, and then four additional options. We have one "Express set" of students in Science, who study all three sciences in two option blocks, allowing them to select an additional GCSE (10 in total) and those in the top two Maths sets have the option of taking Further Maths in addition. We regularly review GCSE specifications and have moved from GCSE English Language to the Cambridge IGCSE English Language course. This is followed by many other Jersey schools and affords the students the opportunity to sit their exam in October of Year 11. This course is also more accessible to the students and allows for a resit opportunity in June if required. We will continue to sit IGCSE Foundation Maths in November and now also follow the IGCSE Maths specification for Higher Paper students. In Science we launched the Coordinated Science programme in September 2024 for students who find studying single science to Higher GCSE level challenging. This will gain them two GCSEs up to a Grade 5. We will review this for its viability going forward. Students in Year 10 and 11 also benefit from two PE lessons per week and a weekly PSHE lesson in Year 11.

At Key Stage 5 students select 3 A Levels, or other L3 Qualifications (with Further Maths in addition for those who choose it). We offer a wide range of subjects, including subjects only studied here at A Level (Psychology, Business, Politics, Philosophy, Economics). In collaboration with Beaulieu, JCG and De La Salle, students are able to access additional Level 3 and A Level subjects including Criminology, Media Studies, CTech Business and Sport. Our A Level enrichment programme includes a number of optional additional qualifications, including AS Photography (completed in two hours per week over one year) and LAMDA Grade 8. Approximately half our Year 12 students also complete an Extended Project Qualification (EPQ).



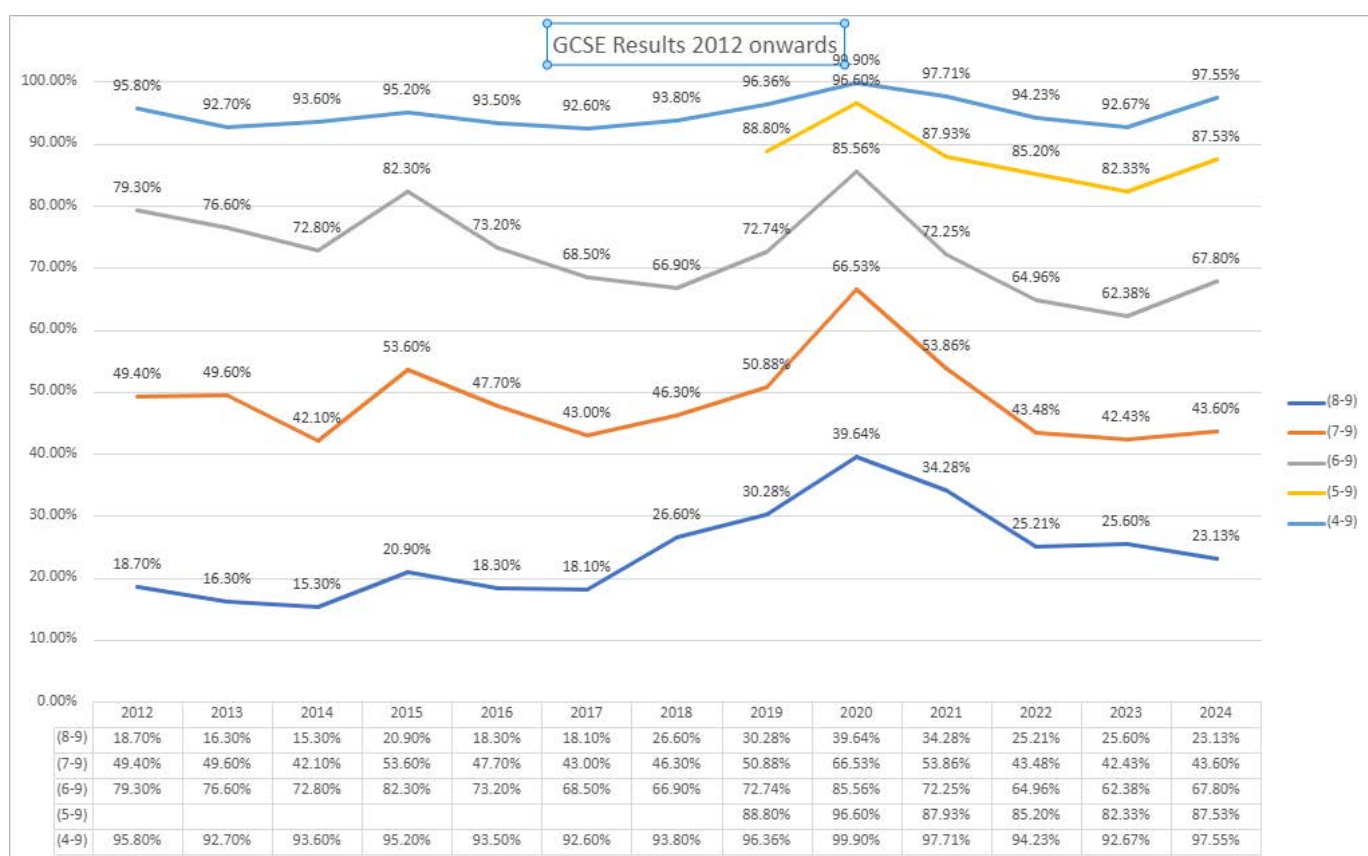
Examination results

Victoria College – GCSE Results

GCSE results were pleasing this year, with ALPS 3 levels attained, meeting our School Development target. We are in the top 25% of national schools for outcomes based on ALPS data. We also hit our highest 9-4% for publicly assessed exams in our recorded history – a real highlight.

Subgroup analysis showed positive value added across the cohort for Jersey Premium, SEN, and EAL, with the latter doing particularly well.

Benchmarking shows we performed very well against other Island school comparators and outperformed the UK male independent sector results at 9-4 level. Our top end results – 8-9 – don't compare as favourably against UK independent comparators and that will be a focus for the year ahead.



GCSE	Percentage Analysis					
	9	8-9	7-9	6-9	5-9	4-9
Art	23.81	47.62	85.71	100.00	100.00	100.00
Biology	5.32	19.15	36.17	56.38	78.72	96.81
Chemistry	12.35	37.04	50.62	65.43	77.78	96.30
Computing	6.98	18.60	32.56	65.12	83.72	93.02
Design & Tech	0.00	12.12	33.33	51.52	75.76	90.91
Drama	0.00	8.33	41.67	66.67	100.00	100.00
English Language	0.97	7.77	23.30	57.28	83.50	98.06
English Lit	6.06	21.21	37.37	69.70	89.90	98.99
Food Technology	5.00	20.00	45.00	85.00	95.00	100.00
French	17.14	31.43	45.71	62.86	97.14	100.00
Geography	8.62	18.97	48.28	70.69	93.10	98.28
History	12.24	22.45	59.18	83.67	91.84	100.00
Mathematics	7.00	24.00	45.00	63.00	90.00	100.00
Further Maths	28.57	38.10	76.19	85.71	90.48	95.24
Music	16.67	16.67	50.00	50.00	83.33	83.33
Physics	25.00	45.00	65.00	80.00	98.33	100.00
Religious Education	3.33	13.33	30.00	70.00	90.00	96.67
Spanish	5.00	10.00	30.00	55.00	65.00	80.00
Sport Studies	9.09	30.30	48.48	78.79	93.94	100.00
Totals	8.85	23.13	43.60	67.80	87.53	97.55



Alps Key Stage 4 - Quality Indicator

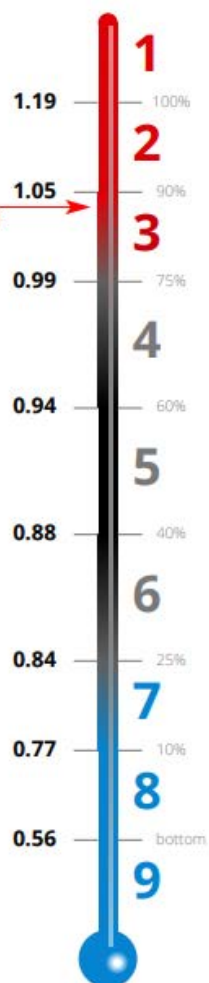
Victoria College Jersey | 2023/24 | Key Stage 4 | Report no: 31 | 24.10.24

Value Added Score

$$1 + \left(\frac{\text{Actual KS4 pts} - \text{Expected KS4 pts}}{\text{Entries} \times 5} \right)$$

$$1 + \left(\frac{5,568 - 5,405.64}{891 \times 5} \right) = 1.04$$

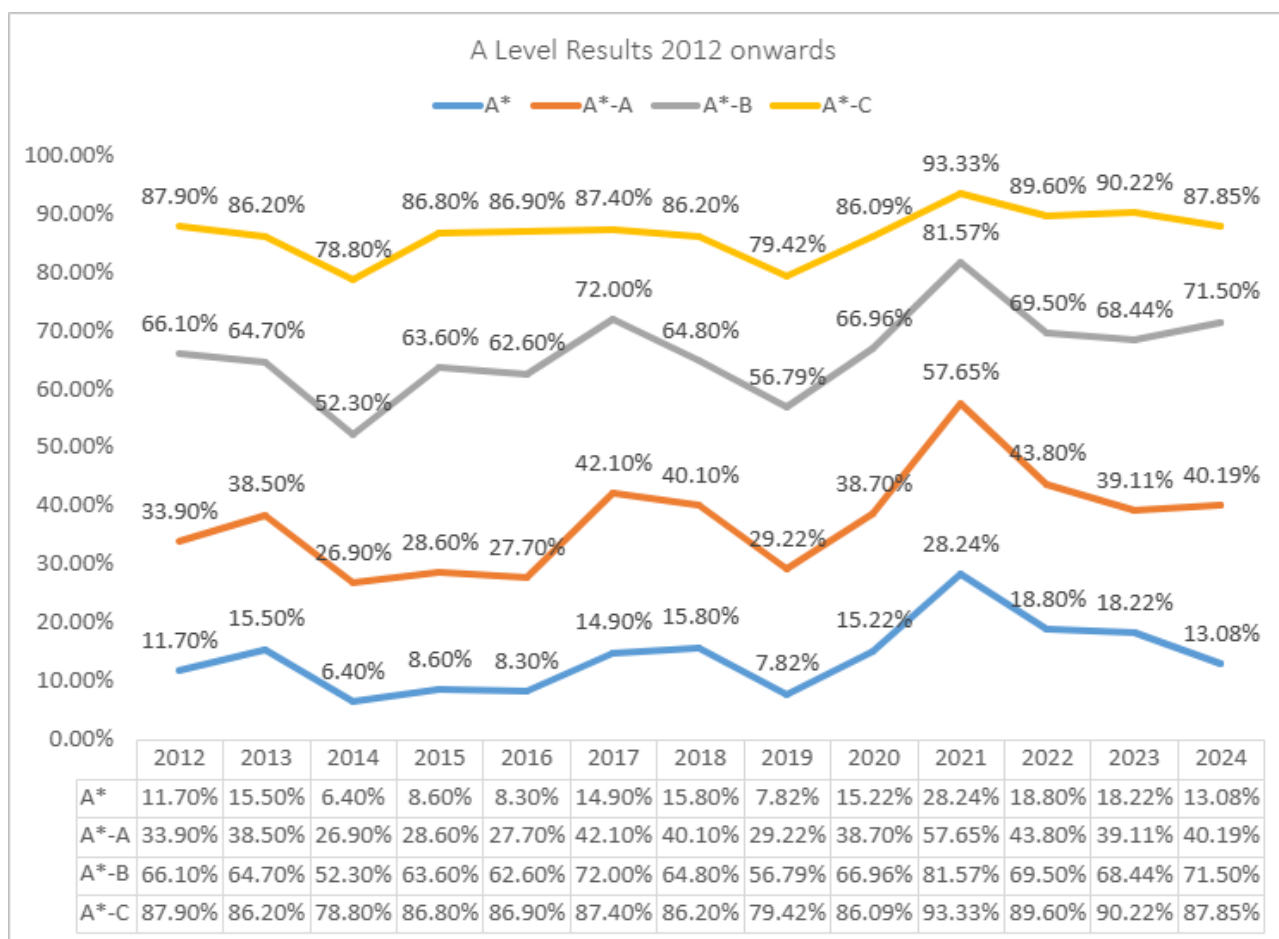
Key Stage 4 QI score = 1.04
QI grade = 3



Subject	Entries	Expected Points	Actual Points	Score	Grade
GCSE - Art & Design (Fine Art) (9-1)	21	133.24	159	1.25	2
IGCSE - Biology (9-1)	92	555.85	542	0.97	6
IGCSE - Chemistry (9-1)	78	470.66	494	1.06	4
GCSE - Chinese (9-1)	2	11.39	14	1.26	2
GCSE - Classical Civilisation (9-1)	5	33.47	31	0.90	5
GCSE - Computer Science (9-1)	42	266.39	252	0.93	3
GCSE - Design & Technology (9-1)	33	197.24	186	0.93	5
IGCSE - Drama (9-1)	12	71.67	74	1.04	4
GCSE - English Language (9-1)	97	585.75	553	0.93	5
GCSE - English Literature (9-1)	96	580.70	600	1.04	3
GCSE - Food Preparation & Nutrition (9-1)	39	231.49	253	1.11	3
GCSE - French (9-1)	30	183.81	190	1.04	3
GCSE - Geography (9-1)	56	330.90	358	1.10	2
GCSE - History (9-1)	47	288.58	314	1.11	2
GCSE - Mathematics (9-1)	97	585.75	610	1.05	3
GCSE - Music (9-1)	5	31.37	27	0.83	6
GCSE - Physical Education (9-1)	32	185.64	212	1.16	2
IGCSE - Physics (9-1)	58	367.80	413	1.16	3
GCSE - Religious Studies (9-1)	30	178.42	181	1.02	5
GCSE - Spanish (9-1)	19	115.52	105	0.89	5
Totals	891	5,405.64	5,568		

Victoria College - A level

A level results headlines placed us in the top 10% of national schools for ALPS. We hit our School Development Plan goal of ALPS 3 for the year group. We saw impressive increases at A*-A and A*-B levels. Benchmarking would suggest we compare very favourably, especially at A*-A grades, and were the top attaining school in Jersey and Guernsey in a number of measures at Key Stage 5. Support is in place for certain departments for the year ahead to improve some metrics, led by the new Heads of Faculty.



A-level	% A*	% A* - A	% A* - B	% A* - C	% A* - E
Biology GCE / A	0.0	0.0	18.2	63.6	90.9
Business Studies GCE / A	5.9	52.9	88.2	100.0	100.0
Chemistry GCE / A	40.0	70.0	90.0	100.0	100.0
Computer Studies/Computing GCE / A	9.1	27.3	54.5	72.7	100.0
D&T Product Design GCE / A	0.0	0.0	33.3	66.7	100.0
Economics GCE / A	30.0	70.0	90.0	100.0	100.0
English Language & Literature GCE / A	0.0	66.7	100.0	100.0	100.0
English Literature GCE / A	0.0	16.7	58.3	100.0	100.0
Fine Art GCE / A	25.0	75.0	75.0	100.0	100.0
Geography GCE / A	20.0	40.0	73.3	93.3	100.0
History GCE / A	10.0	30.0	90.0	90.0	100.0
Logic/Philosophy GCE / A	0.0	0.0	50.0	100.0	100.0
Mathematics GCE / A	12.1	39.4	66.7	75.8	97.0
Mathematics Further GCE / A	22.2	33.3	77.8	77.8	88.9
Media	0.0	0.0	100.0	100.0	100.0
Physics GCE / A	23.5	76.5	88.2	94.1	100.0
Politics GCE / A	25.0	75.0	100.0	100.0	100.0
Psychology GCE / A	12.5	31.3	62.5	87.5	100.0
Religious Studies GCE / A	0.0	100.0	100.0	100.0	100.0
Criminology L3	0.0	50.0	100.0	100.0	100.0
Spanish	0.0	0.0	50.0	75.0	100.0
Sport/PE Studies GCE / A	6.7	33.3	73.3	93.3	100.0
Totals	13.08	40.19	71.50	87.85	98.60

Alps A level - Quality Indicator

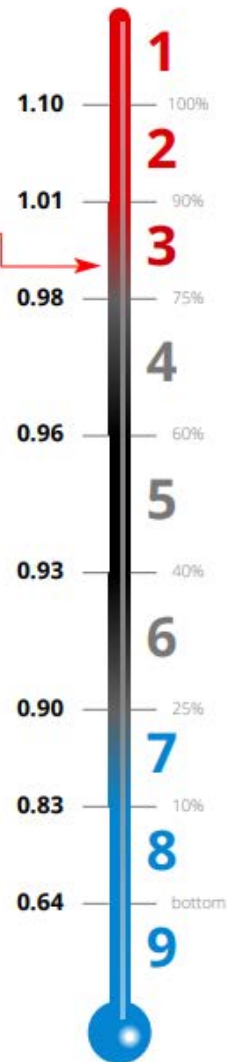
Victoria College Jersey | 2023/24 | A level | Report no: 32 | 24.10.24

Value Added Score

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

$$1 + \left(\frac{21,040 - 21,224.34}{208 \times 100} \right) = 0.99$$

A level QI score = 0.99 QI grade = 3



Subject	Entries	Expected Points	Actual Points	Score	Grade
A - Art (Fine Art)	4	386.50	460	1.18	3
A - Biology	11	1,103.43	760	0.69	7
A - Business Studies	17	1,608.69	1,860	1.15	2
A - Chemistry	10	1,097.05	1,200	1.10	1
A - Computer Science	10	1,047.92	920	0.87	5
A - D&T (Product Design)	6	600.49	460	0.77	7
A - Economics	10	1,050.30	1,180	1.13	2
A - English Lang. & Lit.	3	306.15	340	1.11	2
A - English Literature	12	1,142.27	1,140	1.00	5
A - Geography	15	1,444.41	1,580	1.09	2
A - Government & Politics	4	409.85	480	1.18	2
A - History	10	1,021.20	1,040	1.02	3
A - Mathematics	31	3,380.75	2,980	0.87	6
A - Maths (Further)	9	1,073.46	840	0.74	8
A - Media Studies	2	185.08	200	1.07	5
A - Philosophy	2	225.33	180	0.77	7
A - Physical Education	15	1,387.14	1,520	1.09	2
A - Physics	16	1,807.60	1,860	1.03	2
A - Psychology	16	1,478.82	1,580	1.06	2
A - Religious Studies	1	89.52	120	1.30	1
A - Spanish	4	378.38	340	0.90	6
Totals	208	21,224.34	21,040		





English

MULATE AND GENERATE

CREATE, REUSE, EVALUATE

CAPTURE, SORT AND SORT

Shades of Reading

Shades of Reading

Shades of Reading

Shades of Reading

A person's
OPINION
is what they
think.

Place Value

Partitioning

$$14$$

$$10 + 4$$

$$157$$

$$100 + 60 + 7$$

35 Class Charter



Victoria College Foundation



Founded in 2002, during the 150th anniversary of Victoria College, the Victoria College Foundation was established to raise funds for capital projects and student bursaries. Since its inception, the Foundation has financed significant refurbishments and development projects, playing a key role in the long-term success of the school.

Mission Statement

Today, the Foundation's core mission is to provide means-tested bursaries and essential financial support, ensuring that cost is not a barrier to the life-changing education offered at Victoria College. Committed to inclusivity and empowerment, the Foundation is dedicated to breaking down financial obstacles that may prevent students from accessing this invaluable opportunity.

Recent Achievements

Throughout the 2023-24 academic year, the Victoria College Foundation has continued its mission by providing means-tested bursaries and critical financial support, ensuring that no student is denied access to the transformative education that Victoria College offers. The Foundation currently supports 20 students at an annual cost of £128,000, demonstrating its ongoing commitment to accessibility and opportunity for all.

Strategic Goals

Aligned with the school's strategic vision for inclusivity, the Foundation remains a pivotal force in advancing these goals. Facing ambitious financial targets, the Foundation aims to raise £1.75 million by 2027, which will coincide with Victoria College's 175th Anniversary. To meet this challenge, the Foundation is developing a comprehensive fundraising strategy, engaging with key stakeholders, and refining its message to drive future success.

Special Acknowledgement

The Victoria College Foundation extends its heartfelt thanks to Isaac Tarrant for his remarkable charity sky dive, which raised an impressive £5,627.78. Isaac's courageous effort not only secured vital funds but also helped to raise awareness of the Foundation's mission to provide means-tested bursaries and financial support. His contribution reflects the spirit of inclusivity and equal opportunity that lies at the heart of the Foundation's values.

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 2023-2024

Name	Appointed
Paul Willing (Chair)	December 2020
Richard Stevens	March 2022
Dan Pateman	December 2020
Christopher Scholefield	December 2020
David Lambotte	December 2020
Susana Rowles	January 2023
Jonathan Cartmell	February 2024

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