



VICTORIA COLLEGE PREPARATORY SCHOOL

VICTORIA COLLEGE

Board of Governors

Annual Report

2024 - 2025

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Introduction

It is my pleasure to present this Annual Report for 2024–2025 on behalf of the Board of Governors.

This has been a year of outstanding achievement for our boys, significant progress in teaching and learning, but also some strategic challenges in relation to funding, estates and inclusion. Through it all, our focus as a Board has remained clear: to ensure all pupils at both schools thrive, academically and pastorally.

At VCP, the curriculum continues to balance high academic expectations with a strong emphasis on pastoral care with a focus on developing the whole child. Oracy is now firmly embedded, strengthening pupils' confidence, critical thinking and communication skills.

At VCJ, academic outcomes have been exceptional. The College recorded outstanding GCSE and A Level performance, with progress (ALPS) scores placing the school in the top 10% of UK schools for value added at both levels. Improvements in English, Mathematics and Modern Foreign Languages are particularly noteworthy, alongside strong performance in subjects such as Geography and Politics. These achievements reflect not only the hard work of students, but also the quality of teaching and targeted use of data to support progress.

Beyond examination results, both schools have offered an impressive breadth of opportunity. From CCF, debating, creative arts, music, drama, sports and outdoor education (including Duke of Edinburgh's Award). Community engagement and social responsibility remain hallmarks of the school, with pupils at both schools taking part in a wide range of charitable and environmental initiatives.

VCP continues to be characterised by exemplary conduct, strong routines and a learning culture that supports academic progress and pupil self-confidence. VCJ continues to intentionally build a "culture of kindness", with clear expectations, consistent systems for behaviour and rewards, and well-developed pastoral structures.

The financial context remains challenging. Despite an increasing roll at the College, both schools continued to operate within a funding model that is deficient once income, Government grant and pay inflation are set against rising expenditure, particularly in staffing and inclusion. The Board is clear that it cannot continue to present unbalanced budgets and work is ongoing to address these challenges.

The Board also remains concerned about the condition and long-term funding of our estate and has pressed for better support in this area. This will remain a central focus for the year ahead.

Looking forward, the Board's priorities are clear:

- To sustain and further the high standards of teaching, learning and pastoral care across both schools.
- To continue to address funding issues and to work with GoJ in this regard.
- To ensure our estate is fit for purpose and developed in line with our short- medium and long-term educational needs.

We will also continue systematic horizon scanning, across demographic, pedagogical and technological trends in the context of the island's economy, to ensure that our decisions secure a sustainable and resilient future for the schools.

On behalf of the Board, I would like to record our sincere thanks to all staff at Victoria College and Victoria College Preparatory School for their professionalism, creativity and unwavering commitment to our pupils. To our parent bodies, PTAs, and to the Victoria College Foundation for their support. But above all to the boys who give purpose to everything we do.

Floreat Collegium!

Susana Rowles
Chair of the Board of Governors



Headteacher's Overview

Victoria College Preparatory School



As we conclude the academic year, I am pleased to report on a period marked by significant progress, community engagement, and continued commitment to our school's values and vision.

This year, we have successfully upheld the high academic and pastoral standards that define our school, while embracing innovation to ensure our pupils are well-prepared for the future. Our curriculum continues to evolve, balancing tradition with forward-thinking approaches that support the holistic development of every child.

A key area of focus has been community engagement and social responsibility. Pupils have taken part in a range of charitable and environmental initiatives, demonstrating empathy, leadership, and a strong sense of civic duty. These experiences have enriched their learning and contributed positively to the wider community.

We are particularly proud of the successful integration of Oracy into our curriculum, in partnership with Voice 21. Oracy, the ability to communicate effectively through spoken language, is now embedded across subjects. This initiative has significantly enhanced pupils' confidence, critical thinking, and communication skills, equipping them with essential tools for lifelong success.

Our Year 6 cohort has shown exceptional maturity and leadership throughout the year. As they prepare to transition to secondary school, we commend them for their achievements and the positive example they have set for younger pupils.

We are also grateful for the continued support of our parent community. The PTA has played a vital role in strengthening school spirit through a variety of events and initiatives. Special thanks go to Sam Naude, our outgoing PTA Chair, whose leadership and dedication have left a lasting legacy of collaboration and community engagement.

Finally, I would like to acknowledge the outstanding work of our staff team. Their professionalism, creativity, and unwavering commitment to pupil development remain the foundation of our school's success.

As always, our pupils remain at the heart of everything we do. Their enthusiasm, kindness, and determination continue to inspire us all.

Dan Pateman
Headteacher Victoria College Preparatory

Headteacher's Overview

Victoria College



This year has been marked by exceptional achievement and breadth of opportunity across the College. Academic outcomes were outstanding, with record GCSE and A Level results in August 2025 and an excellent set of Extended Project Qualification grades earlier in the year. The launch of the Year 7 Scholarship Programme and the introduction of House Young Leaders reflected our commitment to developing student leadership, supported by initiatives such as the Tomorrow's Leaders and Today's Leaders Conferences, Junior Sports Leaders qualifications, and the Year 12 media podcast project.

The cultural and creative life of the College flourished, with successes in the Jersey Eisteddfod, debating competitions, the Historical Association's Great Debate and the Model United Nations. Performances in House Drama, Music and Art, alongside concerts including the Orchestral Challenge, Bandtastic, the Choral Showcase and Christmas Crackers, showcased the depth of student talent. World Book Day celebrations and an inspiring programme of visiting speakers further enriched intellectual life, with themes ranging from climate change and sustainability to diversity, inclusion and Holocaust remembrance.

Sport and outdoor pursuits continue to thrive. Highlights included rugby tournaments, the Doug Ferguson Memorial Cricket Match, the Hick Cup, success in squash championships, and participation in the Swimarathon. Nearly 100 Year 9 students achieved their Bronze Duke of Edinburgh's Award, while others completed the Gold Expedition around the Channel Islands. Further opportunities such as the football tour to Dubai and the inaugural Skate Jam extended the scope of our students' cocurricular experience – something we continue to be extremely proud of.

The College's commitment to service and community has been evident in charitable initiatives such as Founders' Week, which raised £10,000 for the Foundation, as well as campaigns supporting mental health, Movember, FREEDA's White Ribbon event, and a toy drive for Bruce House. The introduction of World Kindness Day further embedded a culture of generosity. Acts of remembrance and service included Liberation 80, the Biennial CCF inspection, the Year 9 Passing Out Parade and a moving Remembrance Service attended by the Lieutenant Governor.

Personal development for our students has played a central role, with our embedded careers programme across all years, lunch and learn sessions with visiting guests from industry, annual Careers Fair, GCSE Options Evening and our hugely well attended whole College and Sixth Form-specific Open Evenings. Our wider community engagement was strengthened through initiatives such as the Haunted Halls of Victoria ghost walk and digital safety events for Island schools, led by our senior safeguarding team.

I am delighted to confirm as a College we raised almost £27,000 for good causes this year – almost three times as much as in 2023-24. This has come through House Charity Days, Foundation events, Diversity and Mental Health Weeks. It shows that altruism is something that we value highly, and that positive moral compass will continue to help us be a valuable part of the wider Jersey community in the years to come.

Collectively, these achievements reflect a year in which our community demonstrated academic and cocurricular excellence, leadership, service and a commitment to making a difference.

My word for the year was 'Yet', which I've used on many occasions this year when speaking to our students. Adding it to the end of a sentence that is broadly negative promotes a sense of hope, a desire to improve, and a positive embracing of change. The Joint School Strategic Plan 2023-28 continues to guide our school development and evolution and provides us all with aspiration to be the best versions of ourselves as individuals and as a community. It will continue to guide us in the year to come, and I'm hugely optimistic about the growth of the

school as we head towards our 175th Anniversary in 2027.

I would like to say a big thank you to all the operational and teaching staff for their endeavors in so many facets of College life over this year, to my new Chair of Governors - Susana Rowles - who has been an inspiration in leading our Board of Governors and being a source of advice and guidance to me, to the VCPA for their excellent support to our events, to our highly-valued parental body, and of course to the students – at the heart of all we do.

Floreat Collegium!

Dr Gareth Hughes
Headteacher - Victoria College



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.

Board Evaluation

A Board Evaluation was undertaken in 2025 across all newly appointed Governors of VCJ and VCP, the result of which demonstrated that of those who participated in the evaluation, the majority reflected a positivity to their role, understanding of what is required of them and their individual involvement as members of the Board of Governors for VCJ and VCP. That said, the evaluation noted the need for certain areas to be enhanced to improve the introduction of new board members and the overall productivity of the Board.

The Board of Governors

The Victoria College Preparatory School and Victoria College Board of Governors was constituted as follows (as of July 2025):

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
Mrs Susana Rowles (Chair)	To December 2027	s.rowles@vcj.sch.je
Mr Paul Willing	To September 2026	p.willing@vcj.sch.je
Mr Lee Bosio	To December 2025	l.bosio@vcp.sch.je
Mr Colin Smith	To October 2027	c.smith@vcj.sch.je
Mr Christopher Philpott	To April 2027	c.philpott@vcj.sch.je
Mrs Helen Frost	To July 2028	h.frost@vcjsch.je
Mrs Michelle Prentice	To July 2028	m.prentice@vcj.sch.je
Mr Alexander Green	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
Mr Robert Searle (VCP)	To December 2027	r.searle@vcj.sch.je
Mr Henry Goatcher (VCP)	To April 2027	h.goatcher@vcj.sch.je
Mrs Melanie Grandfield (VCJ)	To September 2025	m.grandfield@vcj.sch.je
Mrs Joanne Burchell (VCJ)	To December 2027	j.burchell@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
Mrs Monica Perestrelo (VCJ)	To December 2027	m.perestrelo@vcj.sch.je

In Attendance / Right of Attendance

Name	Role
Sherry Zand	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 Le Cuirot	Deputy Headteacher (VCP)
Mrs Abigail Le Chevalier	Clerk to the Board of Governors

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.

- Finance and Premises – F&P
- Leadership and Management – L&M
- Curriculum, Teaching and Learning – C,T&L
- Behaviour, Attitudes and Attendance - BAA
- Personal Development and Welfare – PD&W
- Foundation

Meetings of the Board of Governors

The Board of Governors met on the following dates

3rd December 2024

Attendees:
Governors & Advisors

Agenda:
Welcome and apologies
Declaration of interests
Minutes of previous meeting Matters Arising
Schedule
Board of Governors Administration and Governance
Statement of Awards for Approval
Headteachers' Reports
Sub-Committee Chair Reports
AOB

17th December 2024

Attendees:
Governors & Advisors

Agenda:
Welcome and apologies
Declaration of interests
Minutes of previous meeting
Matters Arising Schedule
Admissions Policy
Invited Governor Proposal
Available Positions
Board of Governors Administration
Discussion BoG Focus 2025
AOB

11th March 2025

Attendees:
Governors & Advisors

Agenda:
Welcome and apologies
Declaration of interests
Minutes of previous meeting
Matters Arising Schedule
Circular Resolution Ratification
Board of Governors Administration and Governance
Sub-Committee Chair Reports
Headteachers' Reports
Strategic Discussion
AOB

8th July 2025

Attendees:
Governors & Advisors

Agenda:
Welcome and apologies
Declaration of interests
Minutes of previous meeting
Matters Arising Schedule
Circular Resolution Ratification
Board of Governors Administration and Governance
Sub-Committee Chair Reports
Headteachers' Reports
Strategic Discussion
AOB

Key Decisions of the Board of Governors

Governance Matters

- Elected Susana Rowles as Chair of the Board
- Agreed the recruitment of additional governors
- Confirmed subcommittee Terms of Reference, quorum and standardised reporting format with a clear focus on risk, trends and progress
- Established a Board evaluation process (annual internal, external every three years)

Ratified the Following Updated Policies:

- Payment of Fees Policy
- Complaints Policy
- Admissions Policy
- Code of Conduct

Other Business

- Approved the Statement of Awards 2023/24
- Agreed response to the Children Education Home Affairs (CEHA) Scrutiny report
- Added Special Educational Needs Disability (SEND) -funding issues the risk register
- Agreed to implement a 13% fee increase from 2025
- Agreed to challenge the 47% funding calculation used by CYPES for Grant Funding
- Agreed to write to the Minister for Infrastructure about estates funding and current premises issues
- Approved installation of CCTV cameras outside toilet cubicles (angled to the side of entrances) to monitor activity and address vandalism, vaping and truancy
- Agreed to reflect infrastructure and demographic risks more fully on the risk register
- Agreed on model to mitigate demographic risks and agreed to continue to explore this model over the summer

Financial report

Victoria College and Victoria College Preparatory School

Pupils on Roll		Term	YE 31/12/2024	YE 31/12/2025
Victoria College	2024 Spring	664	684	
	2024 Summer	663	682	
	2024 Autumn	684	697	
Victoria College Preparatory	2024 Spring	268	263	
	2024 Summer	268	265	
	2024 Autumn	261	261	
Fees charged (per term)				
Victoria College	2024 Spring	£2,318	£2,504	
	2024 Summer	£2,318	£2,504	
	2024 Autumn	£2,504	£2,704	
	% increase	8.00%	8.00%	
Victoria College Preparatory	2024 Spring	£2,286	£2,469	
	2024 Summer	£2,286	£2,469	
	2024 Autumn	£2,469	£2,667	
	% increase	8.00%	8.00%	
Government of Jersey Grant	(per pupil per annum)			
	Victoria College	£3,631	£3,906	
	Victoria College Preparatory	£1,365	£1,594	
Funding from Government of Jersey		£	£	
Government of Jersey Grant		2,796,952	3,105,448	
Bursary Funds		55,632	60,096	
Inclusion Funds			27,112	
RON Funds		72,561	97,666	
Other		67,000	51,000	
Jersey Premium		22,000	31,000	
Less Teacher Pension Adjustment		-284,231	-284,231	
Less Corporate deductions		-32,014	-33,845	
Total Net Grant		2,697,900	3,054,246	
Income		£	£	
School Fees		6,653,130	7,309,268	
Other Income / Hire of Facilities		4,230	3,043	
Recharges to other schools & miscellaneous income		210,928	243,605	
Total Income		6,868,288	7,555,916	

Victoria College and Victoria College Preparatory School

Expenditure	YE 31/12/2024 £	YE 31/12/2025 £
Teaching Staff	6,246,240	6,853,194
Inclusion Staff		448,104
Operational Staff	1,749,707	1,731,035
Premises	695,777	755,540
Supplies and Services	585,996	629,454
Administrative costs	213,778	285,364
Financial Assistance	156,802	164,246
	9,648,300	10,866,937
Property Occupancy Charge	80,000	0
Langford	69,445	80,568
Total Expenditure	9,797,745	10,947,505
Summary	£	£
Income	6,868,288	7,555,916
Expenditure	-9,797,745	-10,947,505
Net Expenditure	- 2,929,457	-3,391,589
Net Grant from Government of Jersey	2,697,900	3,054,246
Pay Inflation from Government of Jersey	204,939	219,754
Net Deficit	-26,618	-117,589
Brought forward	0	0
Budget Adjustment	0	-26,618
Capital Provision	0	18
Capital Drawdown	0	0
General Surplus c/fwd	-26,618	-144,189
Capital Provision	£	£
Capital ringfenced	184,874	184,874
Cashflow loan	Note 1.	
Capital project		
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 VCP and the College
- Major plans relating to premises
- The annual budget for the VCP & College
- The level of fees charged for education at the VCP & College

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

VCP- Summary of Investment in the Year

Staffing

We have supported a number of staff with parental leave absence whilst ensuring no change to the teaching provision for our students.

We have provided additional staffing support for After School Club.

Premises

- We have developed a new staff and student welfare area in the Gym.
- Security fencing has now been installed on site. We await the completion of security gates.
- The playground project has been completed, with new goals installed.
- New gates have been installed at Heathfield.
- Work on the fire safety mitigation program continues with JPH and CYPES. Works completed to date are approximately 50%.

VCJ- Summary of Investment in the Year

Staffing

We continue to build the provision in the Student Support Team, increasing TA provision and providing administrative support for the SENCO.

School Counsellor provision has been improved through an agreement with the Jersey Youth Trust.

We have supported a number of staff with parental leave absence whilst ensuring no change to the teaching provision for our students.

We have provided additional support in our Finance Team to ensure the efficient management of school budgets.

Premises

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

- We are working with the JPH and CYPES Project Board to plan major capital and revenue investment in the school site for 2026 onwards.

- Further investigations and repairs to roof areas following winter storms; Music, De Quetteville Library, Great Hall and New Building.
- Storm damaged trees cut back or removed.
- External redecoration of Le Brocq and Tilling.
- Tilling playground fencing replaced.
- Further upgrades to CCTV system to improve site safety and safeguarding.
- Expansion and refurbishment of Dunlop Student Support area.
- External door replacement project completed to improve safety and security on site.
- Ball stop fencing installed on College Field.
- Two new minibuses brought into use.
- Work on the fire safety mitigation program continues with JPH and CYPES.

Robert Searle
Acting Chair F&P Sub-Committee



Leadership and Management Sub-Committee

Across the 2024/2025 academic year, the Leadership & Management Subcommittee has focused on strengthening governance practices, addressing operational challenges, reviewing leadership structures and improving policy oversight. Key areas of attention included Board development, complaints processes, Code of Conduct revisions, safeguarding training, Terms of Reference updates, marketing and school roll trends, and monitoring the School Development Plans for both VCJ and VCP.

Purpose

The Subcommittee's purpose this year has been to ensure effective governance oversight of leadership and management, compliance processes, strategic planning, school roll trends, key organisational risks, staffing considerations and policy updates.

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.
- VCJ drafted the SDP for the next academic year following the leadership away day.
- VCP continued refining its framework and implementing a consistent rewards system.

Complaints

- Complaints now handled via GoJ CFMS process.
- Level 3+ complaints to be monitored with summaries in termly data packs.
- Complaints process under review, with role clarity for Governors.

Board of Governors' Administration

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

- 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).
- Board Effectiveness Review underway.
- Vice Chair position remains vacant; recruitment ongoing.
- Subcommittees largely quorate except PD&W and F&P.

Matters of Note

- Centralised risk register being created.
- Admissions Policy updates implemented.
- New Code of Conduct ready for approval.
- Annual safeguarding refresher training scheduled.
- CCTV policy updates in progress.
- JB appointed new Chair of the Subcommittee.

Lee Bosio

Chair of Teaching & Learning Sub-Committee



Curriculum, Teaching and Learning Sub-Committee



Summary

The Curriculum, Teaching and Learning sub-committee meeting would like to highlight the continuous efforts of both schools towards enhancing educational quality over the past year. Three areas that both schools have enhanced this year are oracy, developing their effective analysis of data to increase the quality of education provided, and investigating use of recently developed educational technologies to support teaching and learning.

Strategic Goals for Curriculum, Teaching and Learning for 2024-2025:

VCP - Worked on improving use of technology to enhance learning

VCJ - Focused on maximising student progress.

Attainment

VCP: By the end of the Spring Term, 96% of students were working securely at their age-related expected standard for Reading, 80% of students were working securely at their age-related expected standard for writing and 95% of students were working securely at their age-related standard for Maths.

VCJ: For the public examinations in Summer 2025, the College was placed in the top 10% nationally for progress at both GCSE and A Level results, using the nationally standardised ALPS model. 45% of GCSE grades were marked as 9-7 and 74% of A levels were graded at A*-B.

Teaching and Learning

VCP: The school has transitioned from using PUMA and PIRA assessments. The new assessments have provided teachers in the school with a very positive data set. The data set informs teachers of areas of the curriculum that could be emphasised further in order to maximise student progress. The data has been used effectively to inform the lessons. In addition, subject teams and subject leaders have increased the frequency of their internal moderation processes. This has increased the quality of subject review.

VCJ: The school now has improved data storage of student attainment data. The data has been centralised, which allows for improved access for teachers and senior leaders which, in turn will lead to higher quality interventions to support all students to an even greater extent. The Teaching and Learning Policy has been updated and will be communicated to parents and students via the school website. The curriculum has been developed to enhance Science provision, so all students starting GCSE courses in September 2026 will attain at least a dual-award in the Sciences.

Technology for Learning

VCP - The school has increased the habitual use of technology around the school, and this includes the use of visualisers, Interactive Whiteboards and ipads. This has had a positive environmental impact by reducing the use of paper and printing, reduced costs and increased the students' use of technology for educational purposes. The importance of handwriting has remained, and students still maintain ambition to receive their pen licence.

VCJ - The school have improved the storage of data to inform learning and are investigating the implementation of student access to devices for learning in lessons in the future. As Artificial Intelligence tools have become more accessible, sophisticated and varied, the school has started a programme of teaching students about the ethical use of the tools.

Alex Green

Chair of Teaching & Learning Sub-Committee

Behaviour, Attitude and Attendance Sub-Committee



The Behaviour, Attitude and Attendance (BAA) Subcommittee is pleased to present its annual report, reflecting on the progress, challenges, and strategic developments across Victoria College Preparatory School (VCP) and Victoria College Jersey (VCJ) during the 2024- 2025 academic year.

Key Areas of Improvement

Safeguarding Recording Efficiency

Both schools have continued to improve the efficiency of safeguarding record-keeping. Feedback from reviews and changes to roles and responsibilities has led to the desired increase in the number of MyConcern records submitted, indicating greater staff engagement and vigilance in safeguarding practices.

Attendance

Attendance continues to meet or exceed island-wide expectations. VCP maintains consistently strong attendance through established practices, while VCJ has seen improvement following targeted changes to policy and process, demonstrating the impact of strategic intervention.

Teaching Assistant Deployment and Effectiveness

Training has been successfully disseminated to staff on how to maximise the effectiveness of teaching assistants. This is leading to more purposeful classroom support and better outcomes for students requiring additional help.

Recruitment and retention

Despite sector-wide concerns, both schools have maintained successful recruitment efforts. This stability has supported continuity in teaching and pastoral care, contributing positively to student experience and outcomes. The desired large turnover of staff at VCJ will assist the Senior Leadership Team in their efforts to further enhance the 'Culture of Kindness' and also attainment.

Road Safety Scheme

The introduction of a new road safety initiative has improved student safety at VCP during travel to and from school. The scheme has been well received by despite some initial reservations by members of the community, mainly through social media.

SEN/RoN Review

The recent review of Special Educational Needs (SEN) and Record of Need (RoN) provision has validated VCJ's concerns regarding current support levels being higher than was previously understood.

Governance

The subcommittee welcomes two new governors, Michelle Prentice and Helen Frost, whose expertise, skill and commitment will enhance the strategic oversight and governance of behaviour, attitude, and attendance matters.

SEN Training Implementation

VCJ has successfully delivered SEN-focused training to staff

Ongoing Challenges

CYPES funding for SEND

Persistent concerns remain regarding the underfunding of students with SEND by the Children, Young People, Education and Skills (CYPES) department. This continues to strain school resources and limits the capacity to provide adequate support to the boys who require it.

Online Safety

Online safety remains a complex and evolving challenge. Both schools continue to work closely in a proactive

manner whilst actively reviewing and updating policies to address emerging risks. Further support and resources are needed to stay ahead of digital threats.

Mental Health

There has been an increase in mental health concerns among both students and parents. The schools are working to expand support services and promote wellbeing, but this remains a critical area requiring ongoing attention and investment.

Exclusions and CYPES Support

The nature of some student exclusions has raised concern, particularly in cases involving extreme behaviours. A lack of timely and effective support from CYPES in these instances has placed additional pressure on school staff and systems.

The BAA Subcommittee remains committed to fostering a safe, inclusive, and high-performing environment for all students. We extend our gratitude to staff, parents, and governors for their continued dedication and support throughout the academic year.

Colin Smith

Chair of Behaviour, Attitudes & Attendance Sub-Committee



Personal, Development and Welfare Sub-Committee



Purpose

The Personal Development and Welfare Sub-Committee was formed following the September 2024 main Board meeting, Reflecting the Board's commitment to strengthening oversight of pupil development and staff well-being across Victoria College and Victoria College Preparatory school.

Establishment and Membership

The Committee met once a term, adding a new member and appointing a Chair in June 2025, following the initial setup phase. Terms of Reference have been adopted as a working document and will continue to evolve as the committee matures.

Areas of Focus

In its first year, the subcommittee has concentrated on identifying the right measures to track, and ensuring we take account of both quantitative and qualitative information. The main themes have been:

- **Co -Curricular Activity** - Participation is generally high, with over 70% of VCP pupils engaged in at least one club each term. At VCJ, new events such as house chess and general knowledge competitions have been introduced alongside sport. Workers in hand to build cumulative termly data packs so that trends can be tracked more easily.
- **Student Voice** - Both schools have active councils. At VCJ, pupils have raised matters including facilities and sustainability; at VCP, the council has led improvements to outdoor areas. We have agreed that student representatives should attend at least one meeting a year to speak directly to governors and look forward to this happening at our meeting in September.
- **Leadership and Character** – Opportunities such as DofE, CCF and the Peer Mediation project Turn you to expand. This year saw the launch of VCJ's Gold DofE expedition, and plans are being developed for Beaulieu students to participate in the CCF.
- **Community Engagement** – Both schools have been active in supporting good causes and building links with the island community. At VCJ, house events and dress-down days raised over £12,000 for charity, and pupils took part in the swim marathon and other local fund raising activities. At VCP, boys collected books for ECOF and parents were invited to regular drop-in sessions, which have proved popular. These initiatives are not only about raising money – they also give the boys a stronger sense of responsibility, connection and pride in the wider community.
- **Wellbeing** – Staff morale has been raised as an area of concern, with higher than usual turnover. At the same time, there has been investment in wellbeing initiatives, such as a new staff gym at VCP and the continued work of wellbeing teams and ELSA support. Pupil wellbeing programmes, include SEN provision and transition support, remain a strong focus. The sub-committee was satisfied that increased staff turnover does not represent an ongoing trend.

Surveys

The 2025 Kirkland Rowell surveys gave useful insights.

- Parents highlighting community spirit and careers advisors strengths, while noting facilities, discipline and communication as areas to improve.
- Staff reported good results in areas such as exam outcomes and respect from students, but flagged administration, cover arrangements and morale.
- Students gave high marks for confidence and PSHE, but raised concerns about facilities, homework and IT access.

The sub-committee receives updates from both Heads to ensure survey feedback is addressed.

Looking Ahead

In the coming year, our priorities are to embed the sub-committees oversight and support through establishing a clear reporting cycle across terms and strengthening the use of survey data in school planning and communication. We continue to monitor staff well-being as well as student welfare, recognising the important differences and connections between the two. Our underlying commitment is to ensure that personal development opportunities

remain broad, inclusive and accessible.

The subcommittee thanks the leadership teams, staff, parents and pupils for their openness on engagement during our first year of operation.

Henry Goatcher
Chair of Personal, Development & Welfare Sub-Committee



Victoria College Preparatory School Staff 2024/2025

Headteacher / DSL	Mr Dan Pateman, B.A (Hons)
Deputy Headteacher / DSL	Miss Emily-Rose Le Cuirot, B.Ed (Hons)
Finance & School Secretary	Mrs Wendy Gorvel
Admissions & Communications	Mrs Katharine Illing
School Administrator	Mrs Serina Senior
Caretaker	Mr Lee Jackson
Year 3	
Teacher/SLT/Phase Leader Years 3/4	Mr Sam Fisher, B.A (Hons)
Teacher/PSHE/RE Subject Leader	Mrs Karen Bull, B.A (Hons), PGCE
Teacher/Maths Subject Leader	Miss Sofia Nicolle, B.A (Hons)
Teacher	Miss Tailah Boylan, B. ED (Hons) QTS
Year 4	
Teacher	Mrs Simone Le Feuvre, B.Ed (Hons)
Teacher	Ms Frances Barlow, B.Ed (Hons)
Teacher	Mrs Justine Blackstone, B.A (Hons), PGCE
Year 5	
Teacher/SLT/Phase Lead Y5/6	Mrs Larissa Rankin, B.A (Hons)
Teacher/Computing IT Subject Lead	Mr Michael Delahunty, B.A (Hons)
Teacher/English Subject Lead	Miss Harriet Simon, BSc, PGCE
Teacher/English Subject Lead	Mr Calvin Le Huray, B.A (Hons) PGCE
Year 6	
Teacher/ Geography & History Lead	Miss Jessica Cross B.A (Hons) PGCE
Teacher/Art/ DT Subject Lead	Mrs Alison Hart, B.Ed (Hons)
Teacher	Mrs Sophie Baudains B.Mus (Hons) PGCE
Specialist Subject Teachers	
SENco/SLT/DSL	Miss Caroline Kynicos B.A (Hons)
Teacher of French	Mrs Emma Ecobichon, B.Ed (Hons) (CANTAB)
Teacher of PE	Mr Ben Silva, B.A (Hons)
Support Staff	
LSA/ The Beehive Manager	Mrs Lynda Le Gallais
Emotional Literacy Support Assistant	Mrs Kirsten Slatter
Learning Support Assistant	Mrs Kelly Paterson
Learning Support Assistant	Mrs Rachel Du Feu
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	Miss Grace Osborn

Victoria College Staff 2024/25

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), MA
Assistant Head – Student Progress	Ms Maggie Quinn BA (Hons) PGCE
Assistant Head – Supercurriculum	Mr Anthony Griffin, BA (Hons) PGCE
Assistant Head - Sixth Form	Mrs Parmjeet Plummer, B.A (Hons) PGCE, FRSA
Assistant Head – Staffing	Mrs Rebecca Kane, BSc (Hons)
SENCo	Ms Clare Scott, BA (Hons) PGCE, PGC Dyslexia & Literacy
Safeguarding	
Designated Safeguarding Lead	Mr Philip Le Claire
Deputy Safeguarding lead	Mr Patrick Crossley, MA (Cantab) Med, BTh, FRSA, NPQH
Head of Year & Sixth Form	
Head of Year 7	Mr David Cox, BA, Bed (Hons)
Head of Year 8	Ms Stephanie Kellett
Head of Year 9	Ms Lucy Ogg, BA (Hons) with QTS
Head of Year 10	Ms Jacqueline Bryan, BA (Hons) PGCE
Head of Year 11	Mr Joseph Crill, BSc (Hons) PGCE
Head of Sixth Form	Mrs Parmjeet Plummer, B.A (Hons) PGCE, FRSA
Deputy Head of Sixth Form	Ms Dawn Murphy, BA (Hons) PGCE
Heads of Faculty	
Mathematics and Economics	Mr Iain Durkin
English & Drama & Theatre Studies (Interim)	Ms Elise Falla, BA (Hons) PGCE
Psychology, Business & Modern Foreign Languages	Ms Amy Flack Bsc (Hons) PGCE
Sport/ PE, Art, Design & Technology & Food & Nutrition	Mr Sam Habin, BA (Hons)
Geography, History, Politics, Philosophy & Religious Studies	Mr Daniel Hodder, BSc, PGCE
Computer Science, Biology, Chemistry & Physics	Mr Ozzy Parkes, BA (Hons) PGCE
Art	
Head of Art & Photography	Mr Chris Kemble
Teacher	Ms Helen Ryan, BA (Hons), Grad Dip Th MA Th and PGCE
Art Technician	Mr James Auckland
Business Studies	
Head of Business Studies	Mr Tim Hutton, BA, PGCE
Computer Science	
Head of Computer Science	Mr Ozzy Parkes, B.A (Hons), PGCE
Teacher	Mr Adam Stenning
Design & Technology	
Head of DT	Mr Lee Batchford
Teacher	Mrs Jodi Fowler, Bed (Hons)
Teacher	Mr Kieran Akers, BA (Hons)
DT Senior Technician	Mr Didier Gicquel
Drama & Theatre Studies	
Head of Drama & Theatre Studies	Mr Adam Warburton, B.A (Hons)

Teacher	Ms Lucy Ogg BA (Hons) with QTS
Economics	
Head of Economics & Deputy Head of Sixth Form	Mrs Dawn Murphy, B.A (Hons), PGCE
English	
Head of English & Head of Faculty	Mrs Elise Falla, BA (Hons) PGCE
Teacher	Miss Jacqueline Bryan, BA (Hons)
Teacher	Mr Anthony Griffin, BA (Hons) PGCE
Teacher	Ms Alexandra Hart
Teacher	Miss Rachel Kemp, MA PGCE
Teacher	Ms Maggie Quinn, BA (Hons) PGCE
Teacher	Miss Holly Shrimpton, BA (Hons), QTS
Teacher	Ms Gillian Silver
Food & Nutrition	
Head of Food & Nutrition	Mr William Gorman, BA (Hons) PGCE
Food & Nutrition Technician	Ms Natalia Le Claire
Geography	
Head of Geography & Head of Faculty	Mr Daniel Hodder, BSc, PGCE
Teacher	Ms Jessica Burns
Teacher	Mrs Karen Palfreyman, B.A (Hons), MA
Teacher	Ms Beth Wyatt
History	
Head of History	Ms Nataly Miorin, BA (Hons), PGCE, MA, NPQSL
Teacher	Mrs Parmjeet Plummer, B.A (Hons) PGCE, FRSA
Teacher	Ms Erin Porter, BA (Hons) PGCE with QTS
Teacher	Ms Rachel Smith, BA (Hons) PGCE
Mathematics	
Head of Mathematics & Head of Faculty	Mr Iain Durkin
Teacher & Second in Mathematics	Mrs Carys Williams, BEng (Hons) PGCE
Teacher	Ms Vanessa McGrath, BSc (Hons)
Teacher	Mr Michael Cui, Math (Oxon) PGCE
Teacher	Mr Sean Bhadrinath
Teacher	Ms Majella Raindle, BSc Ed (Hons), MSc
Teacher	Mr Mahmoud Shahin, Beng (Petroleum) Hons, PGCE
Modern Foreign Languages (MFL)	
Head of MFL	Ms Monica Perestrelo, BA (Hons), PGCE
Teacher	Mrs Nicole Edgecombe, MA, BA (Hons)
Teacher	Mr Michael Pocklington
Teacher	Mr Matthieu Watteau
French Assistant	Ms Sophie Harris
Music	
Director of Music	Mr Francis Murton, BMus, LRAM, LTCL, ARCO, ACIEA
Teacher	Mrs Emma Davies, BA (Hons), PGCE
Psychology	
Head of Psychology & Head of Faculty	Ms Amy Flack, BSc (Hons) PGCE
Religious Education (RE)	
Head of RE	Mr Gareth Bloor, BD (Hons), MA PGCE AKC
Teacher	Mr Patrick Crossley, MA (Cantab), Med, BTh, FRSA, NPQH
Teacher	Ms Stephanie Kellett

Science	
Head of Biology (Interim)	Ms Dawn Burke, BSc (Hons) MRed PGCE Adv Dip Ed NPQH
Teacher of Biology	Mr David Cox, BA, BEd (Hons)
Teacher of Biology	Mr Paul McGuire
Teacher of Biology	Ms Rebecca Kane, BSc (Hons)
Head of Chemistry (Interim)	Ms Susie Marks
Teacher of Chemistry	Ms Vicki Evans
Teacher of Chemistry	Mrs Eimear Pallot, MChem, QTS
Teacher of Chemistry	Mrs Moira Taylor
Teacher of Chemistry	Mr Cormac Timothy
Head of Physics (Interim)	Mr Tom Broad, BSc (Hons) QTS, PGCE
Teacher of Physics	Mr Thomas Smith, BEng (Hons)
Teacher of Physics	Mr Chris Little
Senior Laboratory Technician	Mr Phillippe Mouazan
Senior Laboratory Technician	Ms Lorna Swanwick
Sport	
Director of Sport (Interim)	Mr Richard Picot, BSc
Director of Sport	Mr Matthew Smith
Teacher, Head of PE, Head of Football & Head of Faculty	Mr Sam Habin, BA (Hons)
Teacher & Head of Hockey	Mr Joseph Crill, BSc (Hons) PGCE
Teacher (Trainee)	Mr Robbie Forrest
Teacher	Mr Adam Lester BSc (Hons)
Teacher & Head of Rugby	Mr Andrew Royle, BSc (Hons)
Teacher	Mr James Townsend, BA (Hons)
Additional Key Roles	
Head of PSHE (Interim)	Ms Gillian Silver
Head of Transition	Mr Adam Lester, BSc (Hons)
Head of Careers	Mr James Townsend, BA (Hons)
Head of Clubs & Activities	Mr Kieran Akers, BA (Hons)
Head of Celebrations & Rewards	Mr Richard Picot, BSc
Student Voice Coordinator	Mr Lee Batchford
Student Voice Coordinator	Ms Holly Shrimpton BA (Hons), QTS
Duke of Edinburgh Coordinator	Mr Matthieu Watteay
Trident Coordinator	Mr Tim Hutton, BA, PGCE
Multilingual Learner Lead (Interim)	Mr Mahmoud Shahin, Beng (Petroleum) Hons, PGCE
Head of EPQ	Mr Tom Bond
Data Manager	Ms Vanessa McGrath, BSc (Hons)
Combined Cadet Force (CCF)	
CCF School Staff Instructor	WO1 James McGarr
Shooting Coach	Mr Cameron Pirouet, BSc (Hons), NSRA
Operational Staff	
School Business Manager	Ms Michelle Ritchie
Headteachers PA	Ms Katya Petty, CertHE, ICSA Offshore Dip
School Secretary	Ms Natalier Chapman
Attendance Officer	Ms Trezinha Gosselin
Sixth Form Administrator	Ms Anna Anderson
Examinations Officer	Ms Niamh Greene
Admissions Registrar	Ms Lucy Le Poidevin BA (Hons)

Marketing & Events Officer	Mrs Charlotte Lavigne, BA (Hons), DipM
Foundation & Alumni Director	Ms Zoe Collins-Fisher
Regraphics	Ms Vivienne Madden
Finance	
Finance Manager	Ms Alison Bishop
Finance Officer	Ms Patricia Barath-Cavret
Finance Officer	Ms Isabelle Cunningham
Finance Officer	Ms Susan Hayes
IT	
IT Manager	Mr Paul Claydon
IT Manager	Mr Jamie Conner, BSc (Hons)
Site Staff	
Site Manager	Mr Simon Barnett
Caretaker	Mr Jose De Nobrega
Caretaker	Mr John Murphy

School Roll and Attendance

Victoria College Preparatory School

At the conclusion of the academic year, Victoria College Preparatory recorded a total enrolment of 266 pupils, with an overall attendance rate exceeding 96%—a figure notably above the benchmark for Island schools. Attendance is monitored through regular welfare checks and cross-referenced with multiple data sources to identify and address concerns promptly. This proactive approach is supported by discussions at PARM meetings with the States Educational Welfare Officer and facilitated by the SIMS system, which enables immediate action based on real-time data.

Victoria College

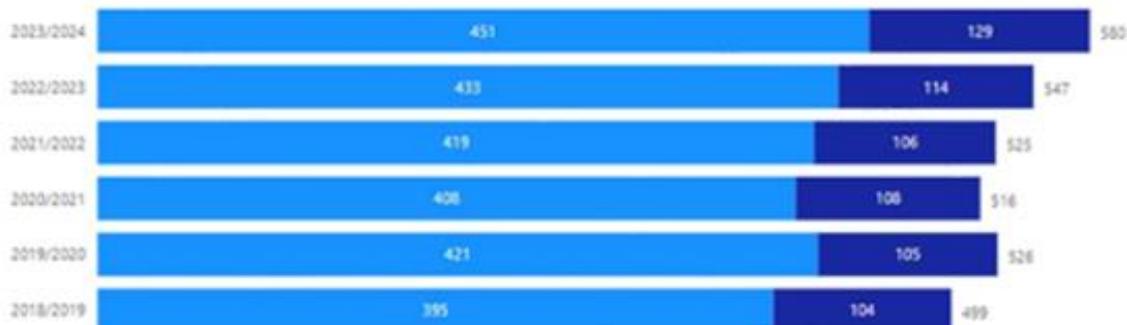
The roll stood at 701 at the beginning of the academic year and is increasing year on year, expecting to exceed 725 in September 2025. We continue to garner strong interest and are seeing an increasing % of market capture (now above 23%). We saw applicants from 25 primary or preparatory schools this year, and also applicants from off-Island.

The College enjoys a strong culture of attendance, ably managed by our attendance officer and the DSL, working with Heads of Year and tutors to investigate periods of absence and ensure barriers to attendance are identified and mitigated.

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.

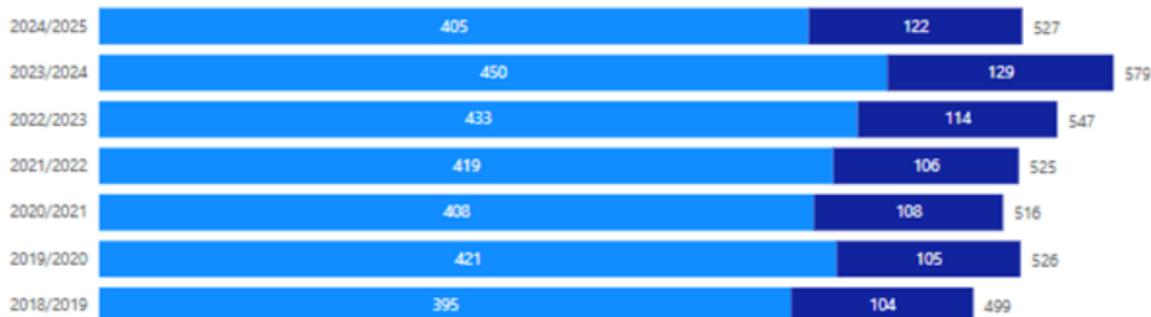
Number of Males in Schools in Jersey by Academic Year (based on Spring Census)

● All Other Schools ● Victoria College



Number of Males in Schools in Jersey by Academic Year (based on Spring Census)

● All Other Schools ● Victoria College



Standards of Behaviour

Victoria College Preparatory School

Behaviour standards at VCP remain consistently exemplary, as evidenced by external evaluations and internal self-assessment processes. Pupils exhibit confidence, self-assurance, and a positive attitude towards learning, all of which contribute significantly to academic progress. High expectations, structured routines, and well-planned activities underpin excellent conduct during lessons.

The school operates a robust reporting system aligned with its behaviour policy. Incidents requiring documentation or escalation are recorded in SIMS and reviewed weekly by Phase Leaders, the Deputy Head, or the Headteacher. Instances of unacceptable behaviour are addressed swiftly and appropriately, reinforcing a culture of respect and responsibility throughout the school.

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, Headteacher's 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 has built on already assured safeguarding practice. We have 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. Last year we re-designed our student support space to improve provision and facilitate improved academic and social and emotional support. Its provision continues to be a cornerstone of our school, and an area of pride. We have continued to recruit Teaching Assistants to support students with higher levels of educational need. 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 below what our students require, and we regularly have to make hard choices.

Curriculum Overview

Victoria College Preparatory School

Victoria College Preparatory (VCP) delivers a curriculum designed to inspire, challenge, and cultivate a lifelong love of learning. Our approach reflects a commitment to excellence in teaching and learning, offering a broad and balanced programme that provides every pupil with opportunities to achieve their full potential. Academic provision is complemented by a rich range of extracurricular activities, fostering personal growth and holistic development.

We remain steadfast in ensuring that our curriculum is inclusive, relevant, and responsive to the needs of all learners. Particular emphasis is placed on supporting pupils with Special Educational Needs and Disabilities (SEND)

and those for whom English is an additional language. This inclusive ethos is embedded in classroom practice, monitored rigorously, and supported through targeted interventions. Our teaching staff are dedicated to extending pupils' skills and talents, presenting intellectual challenges that promote deeper understanding and critical thinking.

The pursuit of high achievement and a genuine enthusiasm for learning lies at the heart of VCP's ethos. We aim to develop aspirational learners who demonstrate respect, resilience, and resourcefulness. While grounded in traditional values, our curriculum is delivered through flexible and creative pedagogies that adapt to individual needs and encourage innovation.

In an increasingly interconnected world, we recognise that education is a continuous process encompassing knowledge, skills, and attitudes. Through strong collaboration between teachers, pupils, and families, we strive to nurture well-rounded individuals equipped to meet both local and global challenges, ensuring their success in future endeavours.

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. There is a longer 20-minute afternoon tutor period for mentoring, assemblies (House, Year group and Whole School) and form time activities.

At Key Stage 3 (Y7-Y9) 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, students also take IT, which covers the basics of the Microsoft Office applications; In Year 8 we also have an additional rotation of Art, Drama and Music. We have recently updated our Scheme of Learning proformas and all departments have been tasked with reviewing and updating their Key Stage 3 schemes during this academic year. This will help to ensure Oracy is embedded across the curriculum and allow us to better map our assessment points and consider cross-curricular opportunities.

At Key Stage 4, the majority of students study 9 GCSEs. All students take English Language and Literature and Mathematics. Students sit the IGCSE English Language in October of Year 11, with an opportunity to re-sit in the June series. Those for whom Maths is more challenging take the Foundation I GCSE in November, providing an additional opportunity to secure at least a Grade 5. From September 2026 all students in Year 10 will study all three sciences, culminating in either the Dual Award GCSE (equivalent to two GCSEs) or three separate GCSEs in Biology, Chemistry and Physics. L2 Further Mathematics is offered to our most able mathematicians as an additional GCSE. 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 from a wide selection, (with Further Maths in addition for those who choose it). Through our collaboration Sixth Form relationship with nearby schools, students may also choose to study other L3 Qualifications, such as CTech Business. Our A Level enrichment programme includes a number of optional additional qualifications, including AS Photography, Sports Leaders and LAMDA Grade 8, as well as various activities to develop other skills such as Model United Nations, cooking, and environmental awareness.

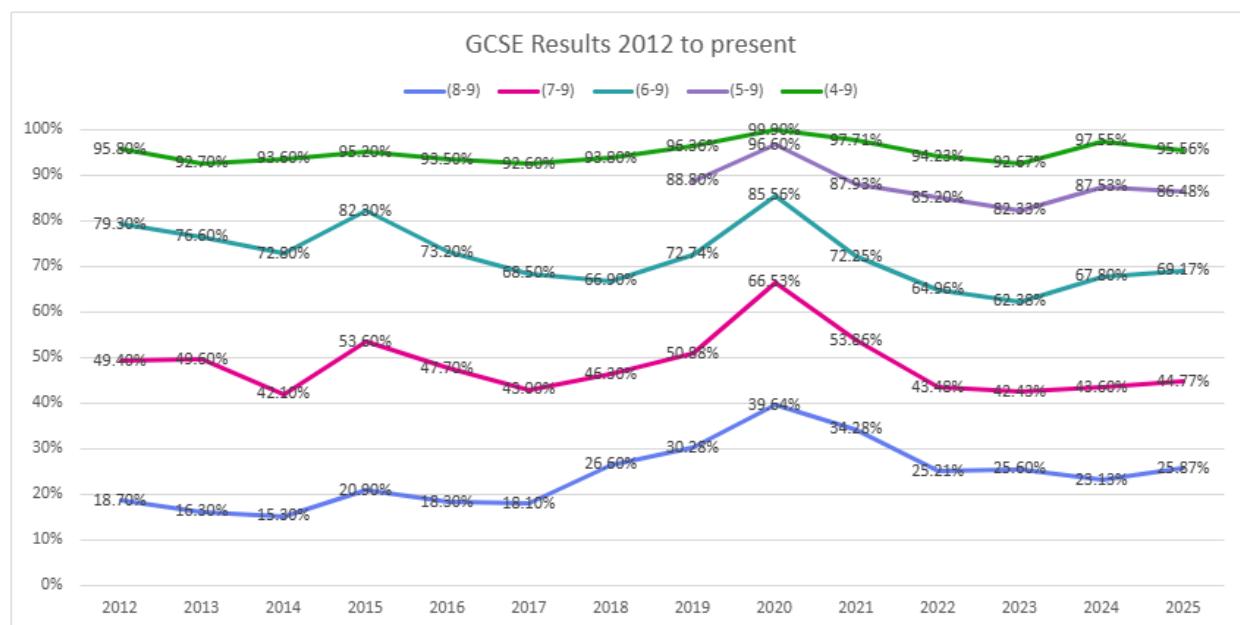
Approximately half our Year 12 students also complete an Extended Project Qualification (EPQ). Supported Study is timetabled in Year 12 to provide a supportive transition to more independent learning, and all Year 12 students also receive a Careers lesson and Games lesson each week, as well as a weekly lecture from in-house staff or external speakers. Recent topics have included Oracy and Leadership, as well as Question Time with Island Politicians and Careers stalls.

Examination Results

Victoria College – GCSE Results

GCSE saw a positive value added against Minimum Expected Grades of 0.56 (compared to 0.39 last year). Our overall ALPS grade was a 2, placing us in the top 10% of all UK schools for progress at GCSE. A number of departments achieved ALPS 2 grades, although Biology fell to a 7 and three subjects (Music, RE and Chemistry) were 5s. Highest Value Added values were in French, Spanish and Art. It was particularly pleasing to see the MFL grades improve following a change of specification. Maths results also improved following a move to IGCSE for both Foundation and Higher Level exams. English Language results were significantly better than last year (ALPS 2 compared to 6) and outperformed English Literature. A number of Reviews of Marking took place, resulting in ALPS improvements in Computer Science, English Literature, History, and overall for the College.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
A* (8-9)	16.30%	15.30%	20.90%	18.30%	18.10%	26.60%	30.20%	39.60%	34.20%	25.20%	25.60%	23.10%	25.80%
A*-A (7-9)	49.60%	42.10%	53.60%	47.70%	43.00%	46.30%	50.80%	66.50%	53.80%	43.60%	42.40%	43.60%	44.70%
A*-B (6-9)	76.60%	72.80%	82.30%	73.20%	68.50%	66.90%	72.70%	85.50%	72.20%	67.80%	62.30%	67.80%	69.10%
A*-C (4-9)	92.70%	93.60%	95.20%	93.50%	92.60%	93.80%	96.30%	99.90%	97.70%	94.20%	92.60%	97.50%	95.50%



GCSE		Number of Entries	Percentage Analysis						VA		ALPS
Subject			9	8-9	7-9	6-9	5-9	4-9	VA MEG	VA LTA	Grade
Art	16	25.00	43.75	62.50	87.50	100.00	100.00	1.80	0.56	2	
Biology	89	12.36	20.22	30.34	47.19	69.66	83.15	-0.61	-0.87	7	
Chemistry	77	14.29	24.68	46.75	67.53	85.71	94.81	-0.15	-0.03	5	
Computing	44	27.27	47.73	50.00	70.45	90.91	95.45	1.02	0.20	2	
Design & Tech	31	3.23	25.81	51.61	64.52	90.32	100.00	0.87	-0.06	3	
Drama	19	5.26	15.79	21.05	57.89	84.21	94.74	0.28	-0.34	4	
English Language	102	5.88	20.59	46.08	77.45	94.12	100.00	0.85	0.26	2	
English Lit	101	3.96	13.86	32.67	69.31	86.14	95.05	0.42	0.27	4	
Food Technology	30	6.67	16.67	30.00	66.67	80.00	93.33	0.79	-0.50	3	
French	29	31.03	41.38	58.62	79.31	93.10	100.00	1.73	0.45	2	
Geography	68	5.88	22.06	44.12	75.00	86.76	98.53	0.81	-0.18	2	
History	36	8.33	13.89	27.78	58.33	80.56	94.44	-0.15	-0.58	4	
Maths	102	14.71	28.43	50.00	70.59	88.24	97.06	0.45	0.28	2	
Add Maths	20	40.00	55.00	70.00	90.00	100.00	100.00			2	
Music	16	6.25	18.75	43.75	75.00	93.75	100.00	0.06	0.31	5	
Physics	62	29.03	46.77	69.35	79.03	90.32	98.39	0.49	0.63	3	
Religious Education	36	11.11	25.00	41.67	58.33	75.00	88.89	0.06	-0.57	5	
Spanish	28	17.86	39.29	57.14	71.43	92.86	92.86	1.41	0.75	2	
Sport Studies	41	2.44	12.20	41.46	70.73	85.37	100.00	0.80	0.29	3	
Totals	947	12.67	25.87	44.77	69.17	86.48	95.56	0.56	-0.01	2	

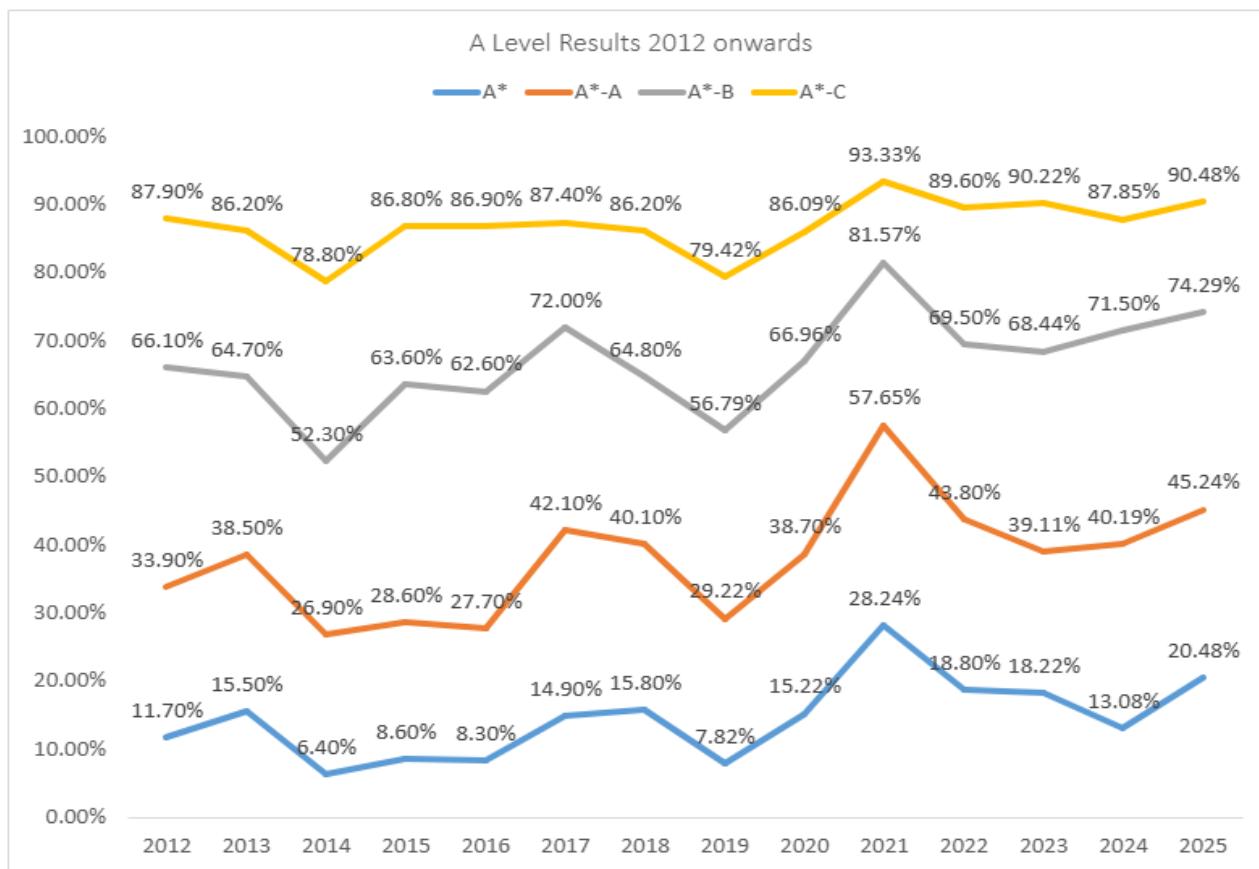
Victoria College - A level

A level results showed an increase in all grade distributions, most notable at the A* grade where 20% all results scored. Over 90% of all grades achieved were A* - C and we moved our ALPS score up to a 2 (top 10% progress from GCSE to A Level Nationally)

Again there was some variability between departments, with Media and Spanish scores at ALPS 8. It should be noted that both of these are taught at JCG and are very small cohort sizes. Biology performed better than last year and it was pleasing to see DT perform more positively this year, following the appointment of a new HOD.

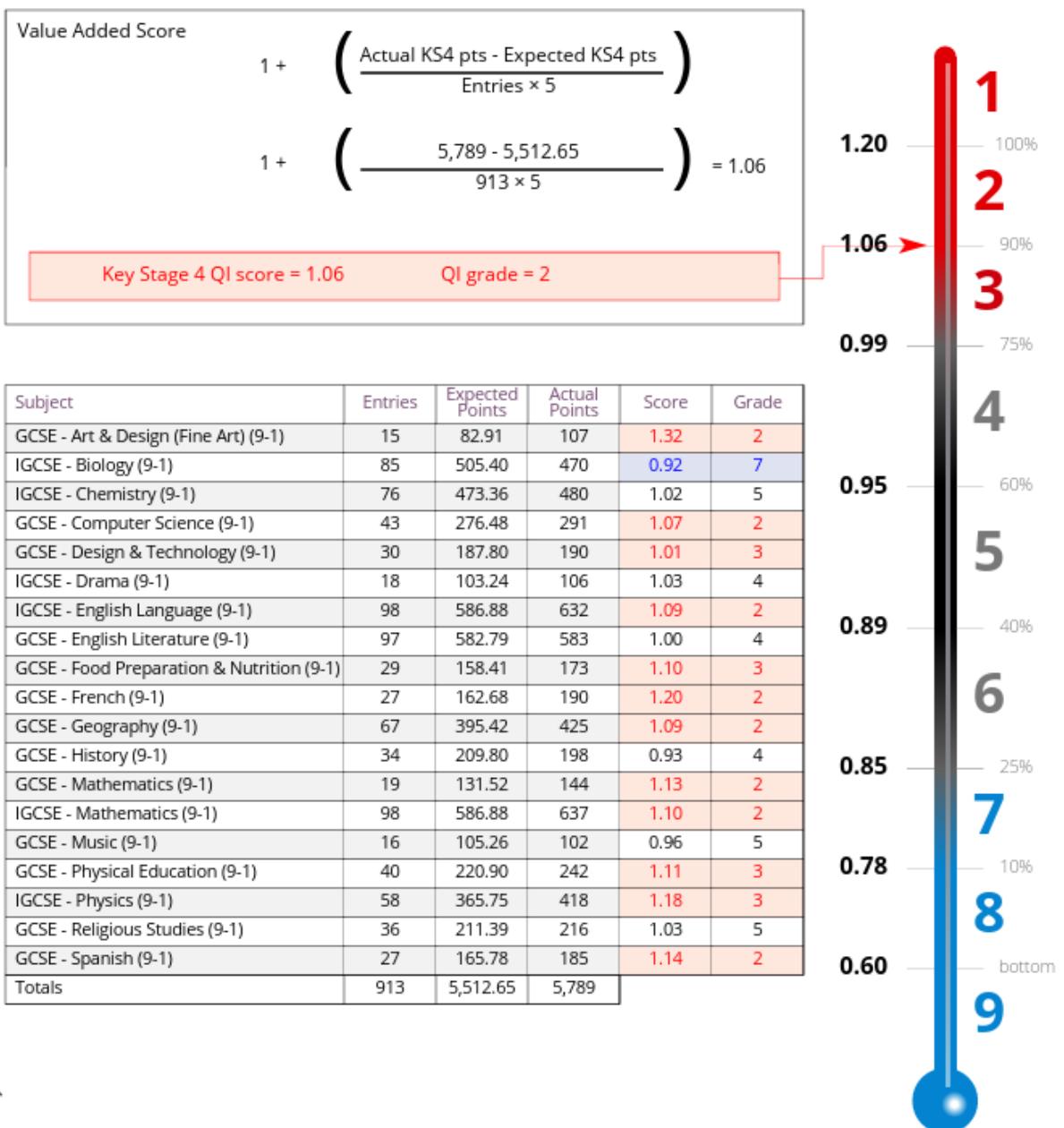
Mathematics and Further Maths are also in a better place this year. Politics and Geography both scored ALPS 1, which should be recognized and celebrated as a significant achievement.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
A*	15.5 0%	6.40 %	8.60 %	8.30 %	14.9 0%	15.8 0%	7.82 %	15.2 2%	28.2 4%	18.8 0%	18.2 2%	13.0 8%	20.4 8%
A*-A	38.5 0%	26.9 0%	28.6 0%	27.7 0%	42.1 0%	40.1 0%	29.2 2%	38.7 0%	57.6 5%	43.8 0%	39.1 1%	40.1 9%	45.2 4%
A*-B	64.7 0%	52.3 0%	63.6 0%	62.6 0%	72.0 0%	64.8 0%	56.7 9%	66.9 6%	81.5 7%	69.5 0%	68.4 4%	71.5 0%	74.2 9%
A*-C	86.2 0%	78.8 0%	86.8 0%	86.9 0%	87.4 0%	86.2 0%	79.4 2%	86.0 9%	93.3 3%	89.6 0%	90.2 2%	87.8 5%	90.4 8%



A-level	% A*	% A*-A	% A*-B	% A*-C	% A*-E	VA (ALPS)	VA (LTA)	ALPs score	ALPs grade
Biology GCE / A	7.7	30.8	53.8	61.5	100.0	-1.08	-0.92	0.81	5
Business Studies GCE / A	23.5	47.1	76.5	94.1	100.0	0.50	0.41	1.16	2
Chemistry GCE / A	33.3	44.4	55.6	100.0	100.0	0.00	0.00	1.01	2
Computer Studies/Computing GCE / A	11.1	44.4	77.8	88.9	100.0	-0.63	-0.12	0.90	5
D&T Product Design GCE / A	12.5	12.5	37.5	87.5	100.0	-0.63	-0.15	0.96	5
Drama GCE / A	33.3	33.3	100.0	100.0	100.0	1.00	0.31	1.25	2
Economics GCE / A	20.0	60.0	86.7	100.0	100.0	0.50	0.07	1.15	2
English Language & Literature GCE / A	0.0	44.4	88.9	100.0	100.0	0.56	0.33	1.19	2
English Literature GCE / A	16.7	33.3	66.7	100.0	100.0	0.17	-0.50	1.09	2
Fine Art GCE / A	54.5	72.7	90.9	100.0	100.0	1.30	0.36	1.32	2
Geography GCE / A	17.6	41.2	94.1	100.0	100.0	0.47	0.31	1.16	1
History GCE / A	22.2	44.4	77.8	100.0	100.0	0.23	0.23	1.11	2
Logic/Philosophy GCE / A	0.0	0.0	40.0	40.0	100.0	-1.40	-1.80	0.81	7
Mathematics GCE / A	29.2	54.2	62.5	87.5	100.0	-0.42	-0.26	0.97	4
Mathematics Further GCE / A	33.3	83.3	100.0	100.0	100.0	0.17	-0.17	1.02	4
Media	0.0	0.0	0.0	0.0	100.0	-1.00	-1.00	0.81	8
Music	0.0	0.0	50.0	50.0	100.0	-1.50	-1.00	0.71	7
Music Tech	0.0	0.0	0.0	100.0	100.0	-1.00	0.00	0.81	5
Physics GCE / A	20.0	60.0	70.0	90.0	100.0	-0.40	-0.20	0.96	3
Politics GCE / A	33.3	50.0	100.0	100.0	100.0	1.00	-0.17	1.26	1
Psychology GCE / A	0.0	33.3	83.3	100.0	100.0	0.00	0.31	1.11	2
Spanish	0.0	0.0	50.0	50.0	100.0	-2.00	-0.50	0.68	8
Sport/PE Studies GCE / A	16.7	41.7	83.3	91.7	100.0	0.08	0.33	1.08	3
Criminology	0.0	0.0	100.0	100.0	100.0	0.50	0.00	1.02	3
Ctech Business Studies	40.0	100.0	100.0	100.0	100.0	0.00	0.80	1.14	3
Totals	20.48	45.24	74.29	90.48	100.00	-0.14	-0.14	1.05	2

ALPS



The following departments achieved a 2 or higher in both GCSE and A level ALPS:

- Art
- Geography
- English Language (Lang.Literature)

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. Over more than two decades, the Foundation has financed major refurbishments and building projects, supporting the school's long-term development and helping to secure its future. Today, the Foundation's core mission is to provide means-tested bursaries and essential financial support to ensure that cost is no barrier to accessing the transformative education offered at Victoria College. The Foundation is dedicated to breaking down financial barriers that might prevent boys from accessing this invaluable opportunity.

2024-2025

Throughout the academic year, the Victoria College Foundation has continued to focus on widening access through bursaries and strengthening the financial foundations needed to support pupils now and in the years ahead. In total, 48 bursaries are in place across Victoria College and Victoria College Preparatory School, reflecting the significant and ongoing demand for financial assistance.

Fundraising Campaign Activity

The Foundation has continued to prepare for the College's 175th anniversary in 2027. Building on the strategic direction set in previous years, work this year has focused on deepening engagement with potential donors, refining key messages and developing a sustainable funding base for bursaries.

Alumni and Community Engagement

The Foundation continues to work closely with the Old Victorians' Association (OVA) to strengthen alumni engagement. This year the Foundation has begun introducing Social Archive, a dedicated online network to help Old Victorians reconnect, share news and opportunities, and support the wider OV and Victoria College community.

The strategic goals of the schools around inclusivity mean that the Foundation remains pivotal to delivering the College's vision. With rising demand for bursary support and a clear target of raising £5 million by 2027, the year has been one of both impact and preparation. The Foundation is deeply grateful to all donors, partners and volunteers who have contributed to this vital work.

Paul Willing
Chair of 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 & Mr Robert MacRae, KC

Directors / Trustees 2024-2025

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

Contact

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