



Victoria College Preparatory School
and Victoria College

Board of Governors

Annual Report
2020-2021

Contents

| | Page |
|---|------|
| Introduction: Chair of the Board of Governors | 3 |
| Board of Governors | 5 |
| Meetings of the Board of Governors | 7 |
| Annual questionnaire | 8 |
| Policies | 9 |
| Financial report | 10 |
| Governance, Leadership and Management report | 12 |
| Teaching and Learning report | 14 |
| Safeguarding report | 16 |
| Marketing report | 18 |
| Victoria College Preparatory School staff 2020-2021 | 20 |
| Victoria College staff 2020-2021 | 21 |
| Curriculum | 23 |
| School roll and attendance | 25 |
| Standards of behaviour | 27 |
| Examination results | 29 |
| Outstanding achievements: Victoria College Preparatory School | 36 |
| Outstanding achievements: Victoria College | 39 |
| Victoria College Preparatory School Prize Giving 2020 | 46 |
| Victoria College Prize Giving 2020 | 47 |
| Victoria College Foundation report | 48 |

Introduction: Chair of the Board of Governors

Dear Parents and Guardians,

I am delighted to present the Annual Report of the Board of Governors for the academic year 2020-21. In what was another extraordinary year for both Victoria College (VCJ) and Victoria College Preparatory School (VCP), both schools have continued to make strong progress in their work to put pupils at the centre of our plans and are well advanced in delivering our continuous improvement initiatives.

Coping with Covid 19

For the second year in succession, we experienced the significant challenges, brought about by the Covid pandemic. We must again extend a special thank you to the whole student body, for the great resilience, determination and understanding they demonstrated, in coping with the difficulties of extended periods of remote learning and all the challenges that form of schooling brought, especially for those who were preparing for external examinations. Although students were able to return to school for much of the year, the early uncertainty about cancellation of exams and the introduction of the use of the Teacher Assessed Grades process also made this year especially difficult. Special thanks must also go to all parents and guardians for their continued support and understanding during periods of remote teaching and learning and in supporting all the students throughout the year. I must also add sincere thanks to all members of staff for their extraordinary hard work and adaptability in delivering an effective and ever improving quality of teaching and support during the year, not just in academic work but in all other activities, as strongly evidenced in this report.

Key Investments 2020-2021

The year saw the delivery of some significant investments at both schools:

Victoria College Preparatory School

- Provision of an additional teacher as a Science specialist.
- Creation of a new dedicated Science room.
- Complete refurbishment of the Year 3 and Year 5 areas.
- Refurbishment of the ICT room.
- New carpets in the school hall, Music room and Wellbeing rooms.

Victoria College

- Continued investment in IT hardware and staff training to support remote learning.
- Improved wi-fi access across the whole site.
- Completion of the roll out of interactive whiteboards in all classrooms.
- Complete refurbishment of the old House Rooms to create new Year Group bases and a Student Support base.
- Refurbishment of the Music Technology room including installation of additional ICT.
- Creation of a new base for House Masters and Heads of Year.
- Refurbishment of the Pavilion and T Block classrooms including new heating.
- Refurbishment of the Sixth Form Kitchen area.

Looking Forward to 2021-22

Plans for further investments include IT upgrades, toilet upgrades, site security improvements and many other actions to improve the facilities for both students and staff. Some of these projects will address key maintenance requirements at VCP, pending the school's replacement. A feasibility study to consider options for its replacement is scheduled for the coming year and capital funding for the school is now in the Government Plan.

Academic Results

Despite the challenges of Covid, both schools performed well academically, as shown in detail in this report. All VCP students were assessed as Developing or Secure in their Year Group at the end of Key Stage 2, for all assessed subjects, and this was an excellent result compared with many other Jersey schools. VCJ GCSE students delivered strong results, above those of 2019 but slightly below those of 2021. The A Level results were outstanding and demonstrated a strong continuation of the upward trend of recent years. The movement from exams to Teacher Assessed Grades once more put a heavy workload and increased responsibility on their shoulders and, our congratulations go to all students and staff for the excellent results achieved, despite all the challenges. We very much hope for an early restoration of more normal more normal schooling and the return of external examinations in the year ahead.

Departures

At the end of the year, we passed on sincere thanks to Mr Alun Watkins, who retired after 11 years as Headmaster of VCJ. The College marked his retirement by naming a room in the pavilion after him and by presenting him with a portrait, which will hang in the College alongside those of previous Headmasters. We thank him for all his hard work, dedication and progress at the College and wish him a long and happy retirement.

The year also saw the departure of Mrs Emily Oldridge to her new role as Research and Administration Officer, in the Ministerial Support Unit for the Government of Jersey. The Governing Body thanked her for her dedicated and wonderful support as PA to the Headmaster and as Clerk to the Governors since June 2017 and wished her every success in her new role.

New Appointments

Late in the year, the Governing Body congratulated and welcomed Dr Gareth Hughes and Mr Patrick Crossley to their new roles as Interim Headteacher and Interim Deputy Headteacher for the upcoming academic year. The Governors looked forward to working closely with them as they lead Victoria College in the year ahead, on our continuing journey of improvement. The Governing Body stands ready to provide them with full support in the challenges which lie ahead.

The Governing Body also welcomed Mrs Paula Andrew as the Interim Clerk to the Governors.

Yours sincerely



Brian A Watt
Chair of the Board of Governors



Board of Governors

The Victoria College Preparatory School and Victoria College Board of Governors was constituted as follows (as of July 2021):

Parent Governors

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

| | |
|--------------------------|--|
| Mr Richard Bidmead (VCP) | Term to October 2021 (to become Invited Governor and extended to October 2024) |
| Mr Simon Marks (VCP) | Term to February 2022 |
| Mr Richard Stevens (VCJ) | Term to October 2021 (to become Invited Governor and extended to October 2024) |
| Mr Robert Kirkby (VCJ) | Term to October 2023 |

Elections for one VCJ Parent Governor and one VCP Parent Governor are scheduled to take place at the beginning of the Autumn Term 2021.

Invited Governors

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

| | |
|-----------------------------|---|
| Mr Brian Watt (Chair) | Term to June 2022 |
| Dr Deryn Doyle (Vice Chair) | Term to June 2022 |
| Mr Nick Cawley | Term to September 2021 (extended to September 2023) |
| Mr Paul Willing | Term to September 2023 |
| Mrs Kathryn Slater | Term to June 2020 (extended to June 2021) |
| Mrs Emelita Robbins | Term to October 2021 |
| Mr David Vieira | Term to January 2023 |

Staff Governors

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

| | |
|--------------------|------------------------|
| Mr Tom Smith (VCJ) | Term to June 2021 |
| Mr Henry Job (VCP) | Term to September 2023 |

CYPES Department representative

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

Right of attendance

| | |
|--|---|
| Minister for Education | or a nominee |
| The Attorney General and Solicitor General | or a person nominated by either of them for the purpose |
| Mr Alun D Watkins | Headmaster (VCJ) |
| Mr Dan Pateman | Headteacher (VCP) |

In Attendance

Dr Gareth Hughes
 Mr George Lumley
 Mrs Emily Oldridge

Deputy Headmaster (VCJ)
 Deputy Headteacher (VCP)
 Clerk to the Board of Governors

Representations

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

Amendments to the Board of Governors during the academic year 2020-2021

Extended/Re-elected

Mr Tom Smith Re-elected to June 2024

Departures

Ms Kathryn Slater (June 2021)

Mr David Vieira (Planned retirement for October 2021)

Mrs Emelita Robbins (Planned for retirement for October 2021)

Mr Alun D Watkins (August 2021)

Mrs Emily Oldridge (July 2021)

Arrivals

Mr Robert Kirkby

Mr Henry Job

Meetings

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

24 November 2020

- Board of Governors' administration
- Headteacher's reports
- Awards and Nominations VCJ 2021-2021
- Sub-Committee reports
- Exit interviews and action plan
- Discussion of circulated papers
- Policy reviews and updates
- Annual report preparation
- Governor training
- Meeting grid

15 June 2021

- Presentation by Oliva Varney on
- University applications
- F & P Summary Report
- Foundation Summary Report
- Board of Governors' administration
- Headteachers' reports
- Sub-Committee reports
- Policy reviews and updates
- Strategic Plan update
- Safeguarding Training
- Departure of the Clerk to Governors
- Meeting Schedule update

2 March 2021

- Board of Governors' administration
- Headteachers' reports
- Sub-Committee reports
- Strategic Plan update
- Policy reviews and updates
- Annual report review
- Model Governor role description
- Training matrix
- Meeting schedule

This report summarises the discussions and decisions taken by the Board of Governors in the academic year 2020-2021.

Annual questionnaire

The Victoria College Preparatory School and Victoria College Board of Governors' Annual Questionnaire was completed in early 2022. This was a survey of all Governors, the Headteachers and Clerk to the Board of Governors covering the work of the Governing Body and following guidance issued by the Children, Young People, Education and Skills Department. The results refer to the academic year 2020 to 2021. The results of the questionnaire were as follows:

We believe that the following are done well or are embedded in our practice or that we are exceeding what is required:

- Organising the work of the Governing Body to enable us to act strategically and not operationally
- Regularly reviewing progress against agreed indicators/success criteria
- Understanding the Head's role and that of a Governing Body member
- Using a planned programme of policy review
- Holding timely and effective meetings
- Minutes of the Governing Body meetings (not confidential) are circulated to other school stakeholders, when requested and in appropriate form
- Participating in an annual evaluation process and publishing the outcomes
- Not allowing personal bias or self-interest to affect our decisions

We believe we are good at:

- Regularly reviewing progress against agreed indicators/success criteria
- Discussing issues and options connected to our particular Governors' roles
- Participating in regular governance training
- Robust Governing Body meeting the needs of the new Governing Body members
- Considering alternative scenarios when making decisions
- Using our evaluation process to improve our performance
- Setting ourselves goals with appropriate but challenging timelines
- Regularly examining and updating our responsibilities towards the Strategic Plan
- Supporting the schools by attending major functions and events each year
- Reviewing and adjusting the content and quality of the packs presented at Board Meetings to ensure they support the efficient and effective conduct of Board business
- Rotating the locations of meetings between VCP and VCJ to ensure sufficient and balanced opportunities for their staff and students to be heard by the Governors

Areas for improvement:

- Regular visits to VCJ and VCP in accordance with our Governor Visits
- Policy and keeping up to date on performance levels, major projects and evidence of progress and compliance with other key policies

Progress with the areas identified for improvement will be monitored by the Governance, Leadership and Management Sub-Committee.

Policies

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

Individual policies are available on application to Patrick Crossley, Interim Deputy Headteacher (for Victoria College) or Mr Dan Pateman, Headteacher (for VCP) or via the Victoria College website at www.victoriacollege.je

- [Admissions](#)
- [Anti-bullying \(VCJ\)](#)
- [Attendance and punctuality \(VCJ\)](#)
- [Attendance \(VCP\)](#)
- [Behaviour, rewards and sanctions \(VCJ\)](#)
- [Behaviour \(VCP\)](#)
- [Child protection](#)
- [Complaints](#)
- [Counter bullying \(VCP\)](#)
- [Curriculum \(VCJ\)](#)
- [Curriculum, Teaching & Learning \(VCP\)](#)
- [Equality and diversity](#)
- [Fees](#)
- [Jersey Premium](#)
- [Missing child \(VCJ\)](#)
- [Mobile phones \(VCJ\)](#)
- [Privacy notice](#)
- [Safeguarding](#)
- [Special Educational Needs and Disability \(VCJ\)](#)
- [SEN \(VCP\)](#)
- [Uniform and appearance \(VCJ\)](#)

Financial report

Year Ending 31 December 2020 Year Ending 31 December 2019

Pupils on roll

| | | | |
|------------------------------|--------|-----|-----|
| Victoria College | Spring | 659 | 654 |
| | Summer | 658 | 655 |
| | Autumn | 684 | 662 |
| Victoria College Preparatory | Spring | 280 | 279 |
| | Summer | 284 | 281 |
| | Autumn | 270 | 277 |

Fees charged (per term)

| | | | |
|------------------------------|------------|--------|--------|
| Victoria College | Spring | £2,060 | £1,916 |
| | Summer | £2,060 | £1,916 |
| | Autumn | £2,060 | £1,916 |
| | % increase | 7.50% | 4% |
| Victoria College Preparatory | Spring | £2,042 | £1,899 |
| | Summer | £2,042 | £1,899 |
| | Autumn | £2,042 | £1,899 |
| | % increase | 7.50% | 4% |

Government of Jersey Grant

| | | |
|------------------------------|--------|--------|
| (per pupil per annum) | | |
| Victoria College | £3,239 | £3,171 |
| Victoria College Preparatory | £1,101 | £1,074 |

Funding from Government of Jersey

| | £ | £ |
|----------------------------|------------------|------------------|
| Government of Jersey Grant | 2,466,179 | 2,382,658 |
| 6th Form Bursary | 49,440 | 46,367 |
| Jersey Premium | 11,139 | 6,810 |
| Less Corporate deductions | -28,619 | -27,075 |
| Total Net Grant | 2,498,139 | 2,408,760 |

Income

| | £ | £ | |
|--------------|---|------------------|------------------|
| School Fees | 5,847,306 | 5,389,807 | |
| Other Income | Hire of Facilities | 1,015 | 29,520 |
| | Recharges to other schools & miscellaneous income | 113,138 | 99,215 |
| | Total Income | 5,961,459 | 5,518,542 |

| | Year Ending 31 December 2020 | Year Ending 31 December 2019 |
|---------------------------|---------------------------------|---------------------------------|
| Expenditure | £ | £ |
| Teaching Staff | 5,810,279 | 5,461,446 |
| Non-Teaching Staff | 1,340,755 | 1,290,771 |
| Premises | 338,359 | 420,937 |
| Supplies and Services | 342,398 | 390,824 |
| Administrative costs | 184,236 | 222,298 |
| Financial Assistance | 126,104 | 90,027 |
| | 8,142,131 | 7,876,303 |
| Property Occupancy Charge | 240,000 | 240,000 |
| Langford | 72,991 | 71,560 |
| Total Expenditure | 8,455,122 | 8,187,863 |

| Summary | £ | £ |
|-------------------------------------|-------------------|-------------------|
| Income | 5,961,459 | 5,518,542 |
| Expenditure | -8,455,122 | -8,187,863 |
| Net Income/Expenditure | -2,493,663 | -2,669,321 |
| Net Grant from Government of Jersey | 2,498,139 | 2,408,760 |
| Net Surplus/Deficit | 4,476 | -260,561 |
| Brought forward | -208,000 | -32,439 |
| Capital Provision | 0 | 0 |
| Capital Drawdown | 200,000 | 85,000 |
| General Surplus c/fwd | -3,524 | -208,000 |

| Capital Provision | £ | £ |
|--------------------------------|----------------|----------------|
| Capital ringfenced | 523,874 | 608,874 |
| Cashflow loan | -200,000 | -85,000 |
| | Note 1. | |
| Total Capital Provision | 323,874 | 523,874 |

Notes

1. Temporary funding pursuant to MD-ESC-2018-0008 used to support the strategic 5-year plan. Anticipated to be repaid by 2025.

N Cawley
Chair, Finance and Premises Sub-Committee

Governance, Leadership & Management Sub-Committee

Annual Report 2020-2021

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

Purpose

GLM's 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.

GLM has maintained its focus on its key areas of responsibility, however, the Sub-Committee remains very aware of the impact of Covid on students, staff and parents.

This is an overview of the academic year 2020-2021.

Performance and Monitoring

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

- Board reporting with key performance indicators standardised across both schools
- Rolling review of policies, processes and procedures consistently in both schools.
- Complaint handling and maintenance of Critical Processes grids with GLM regularly sighted on emerging themes.
- Ensuring regulatory compliance, in accordance with the requirements of the Jersey Schools' Review Framework.
- Monitoring progress and streamlining of the Strategic Plan progress tracker.
- Maintaining a focus on Diversity and Inclusion.
- Conducting the annual Governance Questionnaire and leading on required improvements identified in this process of increased training and ensuring the improved training is actually delivered.

Board of Governors' Administration

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

- Publication of the Governors' Annual Report.
- Maintaining and ensuring compliance with the Governors' Code of Conduct.
- Monitoring the provision of adequate training for Governors including induction, the role of a Governor, Safeguarding in Education, Data Protection and the planned introduction of Diversity training.
- 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.

Appraisal Process

GLM has continued to support the development of staff, both professionally and personally throughout the academic year. A pilot appraisal scheme continues in VCJ which focuses on:

1. Promoting the best possible professional practice from all staff at Victoria College.
2. Cultivating a collective ethos of personal and professional development.
3. Ensuring that all staff have access to high quality training and advice.
4. Providing clear and attainable targets for development.
5. Helping provide for future career pathways.

Governor Role Description

The model Governor role provided by CYPES was endorsed by GLM and the Board, distributed to all Governors and included with Governor induction information.

Asset Ownership

GLM continued its work with respect to ensuring that all assets owned by the Board of Governors are properly registered, accounted for and fully insured.

Constitution

GLM has started work on updating the constitution for the Board of Governors.

Conclusion

Following strong progress in 2020-2021, GLM will maintain its focus during 2021-2022 on supporting both VCP and VCJ to maintain and to improve their high standards of reporting and measurement. GLM will also maintain focus on the key themes emerging during this period and look for further ways drive continuous improvement in all its areas of responsibility.

Simon Marks
Chair, GLM Sub-Committee



Teaching and Learning

The ongoing impact of Covid-19 has undoubtedly continued to affect the approaches to Teaching and Learning (T&L) at both schools, with the most notable change being the need to adapt to blended learning – some students at home and some in class. This has been managed effectively at both schools through the use of appropriate technology – Seesaw and Teams – to allow children who are well enough to continue learning and feeling a part of the Victoria College community through periods of self-isolation.

At Victoria College the process of accurately allocating Teacher Assessed Grades (TAG's) in place of external GCSE and A Level exams was completed successfully and no grades were challenged by exam boards – evidence of the robust assessment undertaken. Despite the extra work required to upskill and deliver an outstanding education in this period, neither school has lost sight of longer-term strategic objectives and there has been continued focus on improvement in Teaching and Learning at both VCP and VCJ with some of the main developments outlined as follows:

Victoria College Preparatory School

The 2020-21 School Improvement Plan (SIP) clearly demonstrates that the changes following the new Jersey Framework Review have been embedded and greater focus on improving the skills of Senior and Middle Leaders has evidently been a priority and a great success.



Indeed, VCP was chosen to give a presentation on the approach to 'Teacher and Middle Leader Development' to over 200 schools. A great accolade to the work being done at VCP. Subject Action Plans are well embedded, and the introduction of Termly Pupil Progress Monitoring meetings is adding further focus to the support of students at risk of not meeting their potential and those with additional needs.

Access to excellent Continuous Professional Development (CPD) focused on improving T&L has been made available and includes focus on 'Walkthrus' which offer a shared language for learning and common focus for staff, based on evidence informed practice. Engagement has been excellent with many staff choosing to attend lunchtime 'book club' on pedagogy. A greater focus on subject specialist teachers has seen Science added to the successful specialisms in Music, Drama, PE and French.



Students are now accessing specialist teaching in a range of subjects offering opportunity for greater depth of subject knowledge as well the experience of a 'secondary school' style approach to T&L which will aid with the transition to VCJ.

A school visit was undertaken when Covid restrictions allowed, and the excellent work being done at VCP was clearly observed with engaged and hardworking students and staff evident in all parts of the school.

Victoria College

The key focus for T&L for 2021 was **Academic Excellence: The best possible lessons, curriculum and academic outcomes**. The key areas for development in pursuit of this were: the delivery of a relevant and engaging curriculum; the very best support for SEND students; high performance learner initiatives; greater focus on problem solving and skills training; careers and employment opportunities to boost future outcomes and increased access to the best UK and overseas universities.

This year has seen the implementation of a number of the outcomes of the 2019 curriculum review with: changes to the options available at GCSE, to offer greater breadth of choice; the introduction of a new academic data package to assist with the tracking of all students and the effectiveness of interventions; high quality evidence-based CPD through twilight teacher led sessions based on evidence informed practice from the Great Teacher Toolkit and the implementation of 'Walkthrus', which complement the work being done at VCP.

Parent Forums have been successfully introduced and these have already led to much welcomed parental input on a range of areas and the Leadership Team have developed an effective approach to feeding back to all parents on the outcomes of these discussions.

More broadly, collaboration between VCJ, VCP, JCG and JCP is ongoing and particular highlights have been the joint work on Diversity, Equity and Inclusion (DEI) and the impact on curriculum content and opportunities for co-education between students at appropriate times.

Richard Bidmead Chair, Teaching and Learning Sub-Committee



Safeguarding

Annual Report 2020-2021

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

Purpose

The purpose of the Safeguarding Sub-Committee is to provide oversight, guidance, advice and constructive challenge in supporting the schools to develop and maintain a healthy and purposeful culture of safeguarding.

The Safeguarding Sub-Committee has maintained its focus on its key areas of responsibility; however, the Sub-Committee remains very aware of the impact of Covid on students, staff and parents within the context of safeguarding.

This is an overview of the academic year 2020-2021.

Performance, Monitoring and Engagement

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

- Board reporting with key performance indicators standardised across both schools.
- Governor visits that have focused on safeguarding themes including how safeguarding policies, processes and procedures are applied in both schools.
- Review of safeguarding training and the completion of Governor's safeguarding training.
- Safeguarding Sub Committee being regularly briefed on emerging safeguarding themes.
- Ensuring regulatory compliance, in accordance with the requirements of the Jersey Schools' Review Framework and Keeping Children Safe in Jersey Schools.
- Monitoring progress and streamlining of the Strategic Plan progress tracker.

Key Theme

Joint school framework (JCG and VCJ)

Following disclosures from JCG students regarding issues of sexual harassment, a Joint Senior Leadership Team (SLT) working party was formed after a joint letter to parents of students at both Colleges was sent. VCP and JCP are also part of the process, recognising the need to address behaviours at a younger age. In addition, a Joint School Prefects working party was created, with a first goal being to develop a Student Charter.

This was and remains a high priority for both Colleges to work towards a safer and more tolerant culture. Our Head Boy and Deputy Head Boy personally spoke to each year group, outlining expectations and the role everyone had to play.

Feedback on the actions taken to date have been positive, with a stronger appreciation of the issues and the belief that students do feel it is safe and are empowered to have their voices and concerns heard. The Sub-Committee members recognise the efforts of all concerned and are wholly supportive of the proactive and brave approach being taken.

The Children's Commissioner has been invited to meet with the Board of Governors in November, with presentations to be made from students of both schools.

Ongoing matters

Ongoing matters under discussion at the Committee include:

- Greater collaboration between the Safeguarding Committees of VCJ and JCG to share best practice and with the opportunity for wider contact with other Island schools in due course.
- Continuing oversight of the Rights Respecting Schools programme, as both VCJ and VCP work towards Silver Awards.
- E-safety.
- Critical Incident training for all staff.
- Site security – linked to critical incident training.
- Updating of toilet facilities/introduction of year group specific toilet facilities also as part of VCJ's ongoing aim to tackle vaping on site.
 - One set of facilities had been upgraded with plans in place to upgrade the others.
- Opportunities for Governor Visits and follow up to the SEN Governor Visit and report completed at VCJ and VCP and also under consideration by the T&L Sub-Committee.

Conclusion

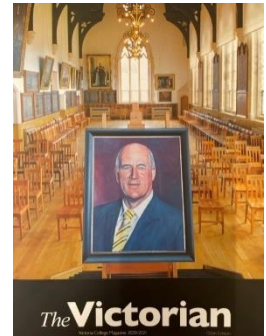
Both schools continue to work tirelessly to improving the safeguarding culture we are aiming to provide. The pro-active approach and positive engagement with their respective professional advisors and their responses to recommendations in meeting emerging challenges is welcomed. We continue to champion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

Richard Stevens
Chair, Safeguarding Sub-Committee

Marketing

The Victorian Magazine

Owing to the pandemic the agency BWI, which VCJ has used historically to produce The Victorian, went out of business. The package arranged with BWI was exceptional, as it required no funding from VCJ to create the digital magazine and no fees for printing or distribution. Luckily, the Marketing Team arranged a new deal with the JEP, who offered the same package as BWI – no fees for creating the magazine, but they would sell advertising and keep the profits to cover their costs. This has been the start of a new and positive relationship with the JEP in terms of advertising and new production.



The magazine was a brilliant highlight of what was a challenging year. Originally the marketing team were unsure if there would be enough content, with students being at home for the majority of the year, but there was plenty of content, including House Captain round ups, ghost stories and a feature on females who have worked at VCJ over the decades.

The magazine was quarantined for 2 weeks on arrival, and then distributed to all forms across VCP and VCJ, as well as to Foundation Partners and key members of the Governing Body.

Alumni

Reconnection - Oliver Hughes was appointed as the new OVA President and brought with him a fresh approach to engaging with the OVA members and current students.

A manual process of onboarding Year 13s to the OV went well. The marketing team took physical forms round to each form room and helped students to complete the form, as well as agreeing to being contacted in the future by the school. To make this process smoother in the future, we will encourage students to fill out the form online to reduce paper waste, and digitally transfer data to avoid human error. Visiting form rooms was a great way to ensure all participants completed the form, which they did, and we plan to continue to do this as well as making online forms available.

We were lucky enough to welcome 4 OVs to speak to current students about where they are now, and how they got there. The four OVs were:

- Callum O'Connor, a high-ranking Detective Inspector (Firearms) in the local Police force. Callum presented to Year 12 students about the variety of opportunities he has enjoyed through his career in the police
- Alex Noel, who works for a local financial firm Suntera, spoke about the many pathways into finance, and the amazing opportunities for school leavers at the 'Big Four' for apprenticeship programmes, the support they offer for qualifications and sabbaticals at a young age.
- Will Robinson, a videographer, and documentary maker, spoke to Year 12 and 13 photography students about his successes with big brands and how he has travelled the world making niche documentary films
- Simon Hurry, a local lawyer spoke about his career in Law at Collas Crill

Communications

Throughout 2021 marketing worked with a group of OVA volunteers to correct the OVA database. This project went on for several months to ensure that all data on the database was compliant with GDPR regulations. The volunteers worked through over 8,000 contacts, reaching out to those they knew, and to people they didn't know, using email and social media to ask them to sign up to the OVA through the website (which consisted of an online form and a GDPR tick box). Thanks to the team, by Easter there was a list of over 1,000 usable contacts.

Following on from this task, and thanks to the Foundation, an annual subscription for Campaign Monitor was purchased and digital newsletters for the alumni could begin. The marketing team gathered

information on OVs and 'where they are now' to pull together the first issue of the new Alumni newsletter. The email was very well received, and the marketing team received huge numbers of suggested content from OVs for the next edition. 851 emails were delivered, 73% recipients opened it in batch no. 1 and 54 emails were delivered, 67% opened in batch no.2.

Foundation Partners

Current Foundation Partners are:

| | |
|-----------------------|----------------|
| Rathbones (VCJ) | Saltgate (VCJ) |
| Quilter Cheviot (VCJ) | Vaie (VCP) |

Website development

Ongoing work to refine the website and clean up some pages has begun. The website will be undergoing a significant facelift to improve and streamline its content and to add new features, as requested by SLT members from both schools, including:

- Report a concern button.
- Flash events pop up.
- Admissions focus.
- Even-playing-field for both schools.
- Clearly defined For Parents section for all policies and quick links.
- Optimisation for mobiles and tablets.

Press coverage

There has been plenty of positive media coverage throughout the academic year 20/21 including:

| | |
|--------------------------------|---|
| Mental health awareness week - | Featured on BBC Jersey TV, ITV |
| Exam results - | Featured in the JEP, Bailiwick and 103 |
| Hick Cup - | Featured in the JEP, double page spread |

Marketing Media Library

After the pandemic it was decided that, because members of the public were unable to come into the schools, it would be useful to create videos to show 'a day in the life of' the schools. The two initiatives below were carried out:

- Local photographer and former OV Max Burnett, shot photographs of VCP and VCJ focusing on school life, co-curricular, CCF, art and food. These images have been used across all marketing materials, including: roadside banners, refreshing the website, social media assets, brochure graphics.
- Local videographer and former OV James O'Gara shot lifestyle footage of both schools to create the 'Our World of Opportunity' videos. VCP had 2 shoots, one in the winter and one later in the year. The videos were produced on time and within budget and are used across all social media channels and on the website for recruitment purposes.

Claire Rowland
Head of Marketing, Foundation and Communications

Victoria College Preparatory School staff

September 2020 to August 2021

| | |
|---------------------------|---|
| Headteacher | Dan Pateman |
| Deputy Headteacher | George Lumley |
| Class Teachers | |
| Julia Bannister | Year 3 Teacher |
| Wendy Pateman | Year 3 Teacher |
| Sam Fisher | Year 3 Teacher SLT Phase Leader Years 3/4 |
| Simone Le Feuvre | Year 4 Teacher & Art Display Subject Leader |
| Larissa Perree | Year 4 Teacher English Subject Leader |
| Justine Blackstone | Year 4 Teacher |
| Karen Bull | Year 5 Teacher PSHE RE Subject Leader |
| Harriet Simon | Year 5 Teacher Geography & History Subject Leader |
| Henry Job | Year 5 Teacher Computing Subject Leader |
| Kelsey Rowland | Year 6 Teacher SLT Phase Leader Years 5/6 |
| Ali Hart | Year 6 Teacher Maths Subject Leader |
| Sofia Nicolle | Year 6 Teacher |
| Caroline Finch | Year 5 SENCo SLT |
| Robyn Lezala | Music Teacher |
| Emma Ecobichon | Maths Teacher |
| Ben Silva | PE Teacher |
| Support Staff | |
| Katharine Illing | Admissions & School Secretary |
| Wendy Gorvel | Finance & School Secretary |
| Kelly Paterson | Administration & Lunchtime Assistant |
| Carlos Perestrelo | School Caretaker |
| Lynda Le Gallais | Learning Support Assistant & After School Club Co-ordinator |
| Rachel Du Feu | Learning Support Assistant & After School Club Assistant |
| Anya Martins | Learning Support Assistant |
| Frances Harris | Learning Support Assistant |
| Fi Daniels | Wellbeing Support |
| Elizabeth Fenlon | Learning Support Assistant |

Victoria College staff

September 2020 to August 2021

| | |
|-------------------------------|---|
| Headmaster | Alun D Watkins (retired Aug 2021) |
| Deputy Headmaster | Gareth Hughes (Teacher of Geography) |
| Senior Leadership Team | |
| Patrick Crossley | Assistant Head Academic, Teacher of RE |
| Carolyn Ferguson | Bursar |
| Mark Gosling | Assistant Head Pastoral, Teacher of History (secondment Feb 21) |
| Claire Rowland | Head of Marketing & Foundation |
| Senior Teachers | |
| Kieran Akers | Co-Curricular, Teacher of Design Technology |
| Alan Falle | Head of Sixth Form, Teacher of PE |
| Anthony Griffin | Staff Development, Teacher of English |
| Karen Palfreyman | Operations & Staffing, Teacher of Geography |
| Parmjeet Plummer | Teaching and Learning, Teacher of History |
| Academic Staff | |
| Marianne Adams | Head of English |
| Keith Baker | Teacher of Physics |
| Lee Batchford | Head of PSHE, Acting Head of DT (left Aug 2021) |
| Miranda Blackmore | Teacher of Geography |
| Gareth Bloor | Head of RE |
| May Brennand | Head of Mathematics |
| Jacky Bryan | Academic Head of Year 8 & Student Wellbeing |
| Brendan Carolan | Academic Co-ordinator Key Stage 4, Head of Social Sciences |
| Toby Clarke | Teacher of Maths (temp Sept 2020 to Dec 2020) |
| Samuel Coe | Dunlop Housemaster, Teacher of Chemistry |
| Steven Cooke | Head of Physics |
| David Cox | Diarmid Housemaster, Teacher of Biology |
| Joseph Crill | Bruce Housemaster, Head of Hockey |
| Emma Davies | Teacher of Music (from Sept 2021) |
| Lisa De Gruchy | Head of Business Studies & Co-ordinator of Trident |
| Iain Durkin | Teacher of Maths (from Feb 2021) |
| Nicole Edgecombe | Teacher of French/Spanish |
| Elise Falla | Teacher of English, Co-ordinator of Student Development |
| Stephanie Flanagan | Teacher of RE |
| William Gorman | Teacher of Cookery |
| Sam Habin | Second in PE |
| Cristina Herrera-Martin | Teacher of French/Spanish |
| Ria Hill | Teacher of Drama & Theatre Studies (left Aug 2021) |
| Rachel Kemp | Teacher of English |
| Angela Matthews | Data/Reporting Manager, Teacher of Mathematics |
| Vanessa McGrath | Teacher of Mathematics |
| Denise Montgomery | Head of Economics & Business Studies (left Dec 2020) |
| Rebecca Moon | Teacher of Biology |
| Michel Morel | Teacher of Science |
| Dawn Murphy | Head of Economics (from Jan 2021) |
| Francis Murton | Director of Music |
| Lucy Ogg | Academic Head of Year 7, Head of Transition (maternity leave) |
| Aaron O'Hare | Head of Geography, Duke of Edinburgh (left Dec 2020) |
| Ozzy Parkes | Head of ICT |
| Monica Perestrelo | Head of Modern Foreign Languages |
| Russell Peters | Teacher of Physics (temp from Sept 2020) |

| | |
|-------------------|--|
| Richard Picot | Rewards & Celebrations, Head of Rugby |
| Orla Priestley | Academic Head of Year 9 & SENCO |
| Majella Raindle | Teacher of Mathematics |
| Jefferson Randles | Head of Art & Display |
| Jane Richardson | Head of Biology |
| Anna Robinson | Second in English |
| Andrew Royle | Sartorius Housemaster, Teacher of P.E. |
| Helen Ryan | Head of Photography, Teacher of Art |
| Angus Shillitoe | Teacher of Maths (temp Jan 2021 to July 2021) |
| Matthew Smith | Director of Sport |
| Thomas Smith | Academic Head of Year 7, Braithwaite Housemaster, Teacher of Physics |
| Olivia Varney | Deputy Head of Sixth Form, Teacher of English, EPQ |
| Valerie Videt | Second in MFL, Teacher of French |
| Bram Wanrooij | Head of History |
| Adam Warburton | Head of Drama & Theatre Studies |
| Sue Watkins | Head of Inclusion |
| Matthew Widdop | Head of Chemistry |
| Carys Williams | Teacher of Mathematics |
| Ross Young | Teacher of Geography (part-time temp march 20210 to July 2021) |

Part-Time Teaching Staff

| | |
|--------------|------------------------------|
| Jodi Fowler | Teacher of Design Technology |
| Rachel Smith | Teacher of History |

Part-time Teaching Assistants

| | |
|----------------|-----------------------------|
| Liza Choudhury | Teaching Assistant, English |
|----------------|-----------------------------|

Associate Staff (Educational, Technical and Support)

| | |
|---------------------|---|
| Paula Andrew | Reprographics & Admin Assistant |
| Simon Barnett | Site Manager |
| Richard Caldeira | Technician (Design and Art) |
| Marilyn Cox | Finance Assistant |
| Isabelle Cunningham | Data, Admissions & Fees Administrator |
| Debbie Dargie | Marketing & Foundation Assistant, Editor: Victorian |
| Matthew Donoghue | School Counsellor (left July 2021) |
| Lee Evans | Laboratory Technician (left July 2021) |
| Trezinha Gosselin | Attendance Officer |
| Sophie Harris | French Assistante |
| Suzanne Job | Sixth Form Admin & Careers |
| Tracey Le Jehan | School Secretary |
| Kathy Livingstone | Cleaner |
| Adam May | Caretaker |
| James McGarr | CCF School Staff Instructor |
| Phillip Mouazan | Science Laboratory Technician |
| Emily Oldridge | Headmaster's PA and Clerk to the Board of Governors |
| Stephen Purdie | Caretaker |
| Lyndsay Richardson | Finance Manager (from Sept 2020) |
| Michelle Ritchie | School Business Manager |
| Liz Smith | Examinations Officer |
| James Wooldridge | Librarian & Archivist |

Curriculum

Victoria College Preparatory School

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

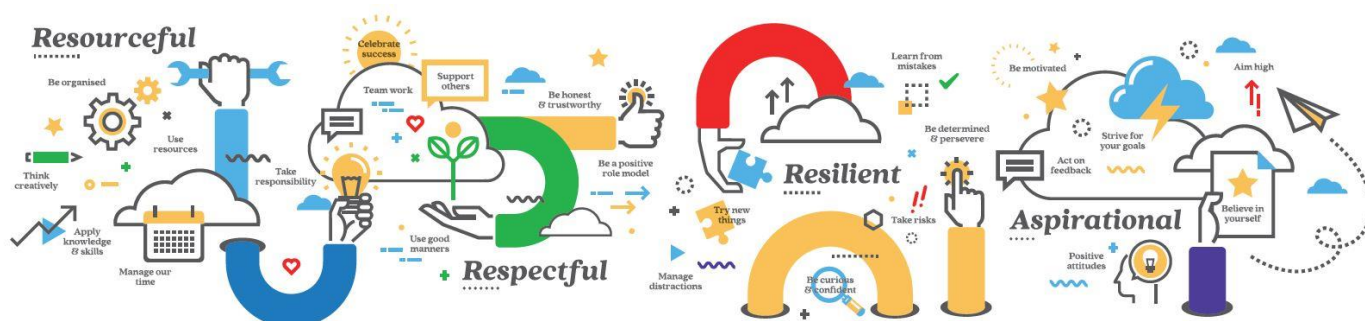
- Our curriculum has reviewed and changed to provide quality teaching and learning experiences. We aim to nurture a positive and passionate approach to learning.
- create academic and extra-curricular opportunities for all pupils to fulfil their potential.

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

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

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

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



Victoria College

VCJ follows the Jersey Curriculum on a 25-period week, with lesson times of 60 minutes. The curriculum is broad and balanced, with lots of opportunities for our young men to excel in a variety of areas.

2020-21 continued with Year 7 Music being timetabled so that every class has music on Tuesday, to allow for small group instrumental lessons as part of the VCJ Orchestral Challenge.

Following an extensive Curriculum Review, we have balanced out lesson allocations in Years 7 & 8. This has allowed us to include an Enrichment period in Year 8, which has facilitated the delivery of Oracy, cross-Curricular Activities, Revision and Study skills. We are looking to enhance this with Digital Literacy lessons next year. All boys in KS3 have one timetabled period of PSHE. In KS4, PSHE is delivered through the tutor programme and Drop Down Days, with experts from outside agencies.

Students make their GCSE options choices in February of Year 9, with most courses beginning at the start of Year 10. At GCSE, they follow a core curriculum of English Language & Literature, Maths, at least one Modern Foreign Language (French / Spanish), Short Course RE, and at least two Sciences studied separately. All start Year 10 taking 10 subjects, with many ending up taking 11 or 12, with the addition of Further Maths and an additional Science for the Express Science Set.

At A level, students select three subjects to study over two years (Further Mathematics is an additional option), a growing number of Sixth Form students take up the option to complete the Extended Project Qualification, an excellent preparation for University. Typically, when students leave Victoria College, they gain entry to top universities in the UK or into employment in Jersey's financial industry or other attractive career options.



School roll and attendance

Victoria College Preparatory School

The roll stood at 274 at the end of the academic year. Overall attendance for VCP remained very high at 96%, above the expected level for Island schools. As part of our half termly welfare check, we evaluate attendance data sets to identify patterns of concern (i.e., behaviour, achievement, Jersey Premium, lates). Attendance is discussed at Planning and Review Meetings with the States Educational Welfare Officer (EWO). Use of the SIMS software has enabled the school to address any absence. Live data enables quick and appropriate responses.

This year saw an increase in absence owing to COVID related issues of either being identified as a direct contact and thus having to isolate, or children testing positive and therefore off school for 14 days.

Victoria College

The roll stood at 666 at the end of the academic year. There were 298 boys in Years 7 to 9; 185 boys in Years 10 and 11 and 183 in the Sixth Form. Overall attendance for Victoria College continued to be high at 95.6%

Our attendance figures continue to be one of the highest of the Island's secondary schools. We have striven to ensure we are robust with our data, and we follow up every aspect of a student's attendance. The tracking and monitoring of attendance are crucial in ensuring the students' academic progress together with the monitoring of their welfare and social and emotional needs. We constantly look for patterns of absence, lates and leaving the schools' site early.

Attendance and punctuality are standing items on the agenda at the daily meetings that take place with Housemasters. Information is cascaded on a weekly basis to the Housemasters via the Inclusion Coordinator. All Tutors have been shown how to display their Tutor Group's attendance on the SIMS home page and follow up with individual conversations with their tutees.

The data is analysed with SEN and Jersey Premium students in mind, and we look for patterns and quickly follow up when there is no reason for an absence. We communicate daily with parents via the telephone and email and meetings are held with the Housemaster, Inclusion Coordinator and parents where appropriate and attendance plans put in place. During this academic year, only a small number of attendance plans were required, and no students were formally referred to the EWO.

Bursary Support and Staff/Student Ratios

| VICTORIA COLLEGE | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------|------|------|------|------|------|
| Students receiving bursary support (means-tested) | 5.1% | 5.3% | 6.6% | 5.0% | 6.7% | 7.5% |
| | | | | | | |
| Ratio of students to staff | | | | | | |
| Teachers | 12:1 | 12:1 | 11:1 | 11:1 | 12:1 | 11:1 |
| Non teaching staff | 42:1 | 43:1 | 41:1 | 44:1 | 35:1 | 42:1 |

| VICTORIA COLLEGE PREP | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------|------|------|------|------|------|
| Students receiving bursary support (means-tested) | 1% | 1% | 1% | 1% | 1% | 2% |
| | | | | | | |
| Ratio of students to staff | | | | | | |
| Teachers | 15:1 | 15:1 | 16:1 | 16:1 | 16:1 | 16:1 |
| Non teaching staff | 54:1 | 53:1 | 52:1 | 47:1 | 40:1 | 43:1 |



Standards of behaviour

Victoria College Preparatory School

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

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

Victoria College

The ongoing pandemic has affected all schools, and VCJ is no exception. Staff and students have continued to show high levels of care for our community. Occasional lapses from students have been rare and managed through engagement and education. We have maintained at least good pastoral care, building on the work of previous pastoral leads.

There have been several changes in the structure and personnel of pastoral support. At the heart of our actions have remained the key school values of being Respectful, Resourceful, Resilient and Aspiration, and through these the longer-term explicit goal of building a Culture of Kindness. This phrase has become a mantra and informs all of our decisions and approaches to cultural change.

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

Pastoral policies are reviewed annually including the Safeguarding, Culture and Ethos, Anti-Bullying and Child Protection policies. Anthony Griffin, the Designated Safeguarding Lead, works closely with the Deputy Designated Safeguarding Lead, Mr Crossley, to ensure consistency of standards and continued progress in creating a strong and resilient Safeguarding culture.

Matt Smith, Senior Teacher Culture and Ethos, meets with pastoral leads and the Inclusion Co-ordinator each morning. A weekly morning assembly for Y7-11 was trialled, lost to Covid restrictions and now reintroduced. This affords the opportunity to discuss specific issues in year groups, to celebrate successes and to drive our agenda of continuous improvement. Morning assemblies cover the following areas: achievement point date; values rewards; attendance; sporting and academic successes; student voice feedback and UN Charter of the Rights of the Child.

The Study Centre remains a key element of our support measures. It is used to provide a space for Reflection, which has replaced the Internal Exclusion terminology of old. Reflection now includes specific tasks relating to the situation, and space and time to discuss the events leading to the sanction. Early indications are that students are better able to reintegrate into lessons after Reflection. Peer mentoring has been successful this year, but will be evaluated to identify improvements for next year. Consideration is being given to reducing the number of peer mentors, but increasing their training.

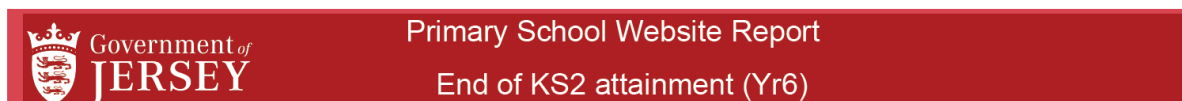
The new School Counsellor is available for three school days per week and performs a key role in supporting more vulnerable students. There is no doubt that there is a need for additional counselling capacity, and the College should make identifying ways of funding a further 4-6 days a week, with provision of an additional counsellor, a priority

The Safeguarding sub-committee has met twice this year, with Richard Stevens as Chair. Data packs have been prepared for the committee, with the goal of providing a narrative of the College's continuous improvement journey. Key metrics include attendance, vulnerable groups, discipline and achievements.

The Leadership Group play a key role in driving the positive change required. Matt Smith and Tom Smith (Senior Teacher Student Support) have their own projects and areas of responsibility, working with Anthony Griffin to ensure cohesion. There is much to do, but the early stages of the move towards a culture of kindness, with personal responsibility and a shared vision among staff and students can give the Board of Governors confidence that needed changes are happening.

Examination results

Victoria College Preparatory School



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

Reading

100% of pupils at Victoria College Prep were assessed as Developing or Secure within their Year Group at the end of KS2. This compares to **87%** across all schools

Writing

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

Mathematics

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

Victoria College

The academic year 2020-21 relied on TAGs. These were awarded with integrity and probity. We conducted a rigorous set of May assessments, using these alongside NEA and Mock results, fairly and accurately to reflect our students' attainment. IGCSE and International A Levels were awarded using the appropriate criteria from awarding bodies.

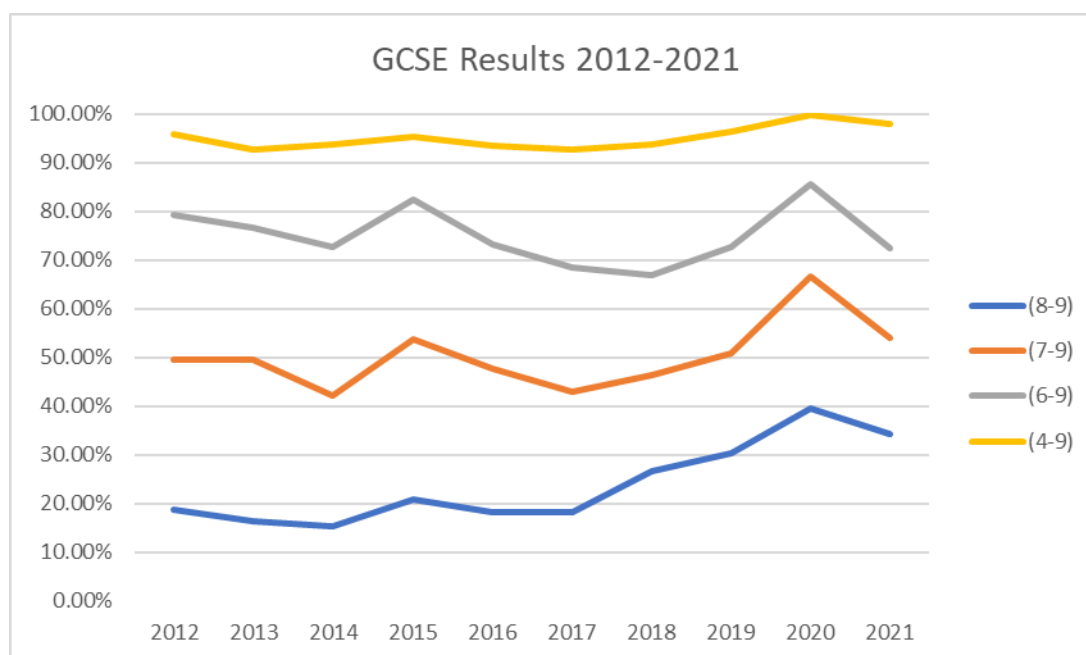
Teacher Assessed Grades

After the cancellation of UK Public Examinations, schools were told to produce Teacher Assessed Grades (TAGs) for their students. Joint Council for Qualifications (JCQ) guidance was released at the end of February when it had become clear that there would be no formal external examination and that other means would be used to assess students.

VCJ took the following steps to ensure fair and accurate TAGS were awarded:

- In consultation with Heads of Department (HoDs), we scheduled a second period of formal assessment towards the end of the year to provide robust evidence for the grade assessments.
- The three-week assessments were completed with Years 11 and 13 working alternate days to ease the pressure / workload for students.
- The Centre Policy document was written and shared with the JCQ, parents and Governors and uploaded onto the school's website.
- Staff were provided with appropriate training to ensure familiarity and understanding of JCQ guidance and unconscious bias.
- Students and parents were informed and completed a declaration to state that they understood how their TAGs would be generated and what evidence would be used.
- Assessments were marked and moderated; single staff departments worked with other schools to ensure that marking was accurate and robust. Art and Physics practical assessments also took place within the assessment window.
- The Assistant Head Academic and Headmaster met with all HoDs to review the grades, evidence and paperwork. This provided an opportunity for HoDs to talk through their TAG process, how it had been moderated and where any special considerations should be made at that point.

- Assessment evidence was kept securely and available in the event of a request from exam boards for Quality Assurance samples and in case of an appeal.
- Grades were submitted by the TAG entry deadline of 18 June.
- The May Assessments provided a sense of completion for the GCSE and A Level students, as well as an examination experience that would benefit those moving onto Higher Education or employment assessments.



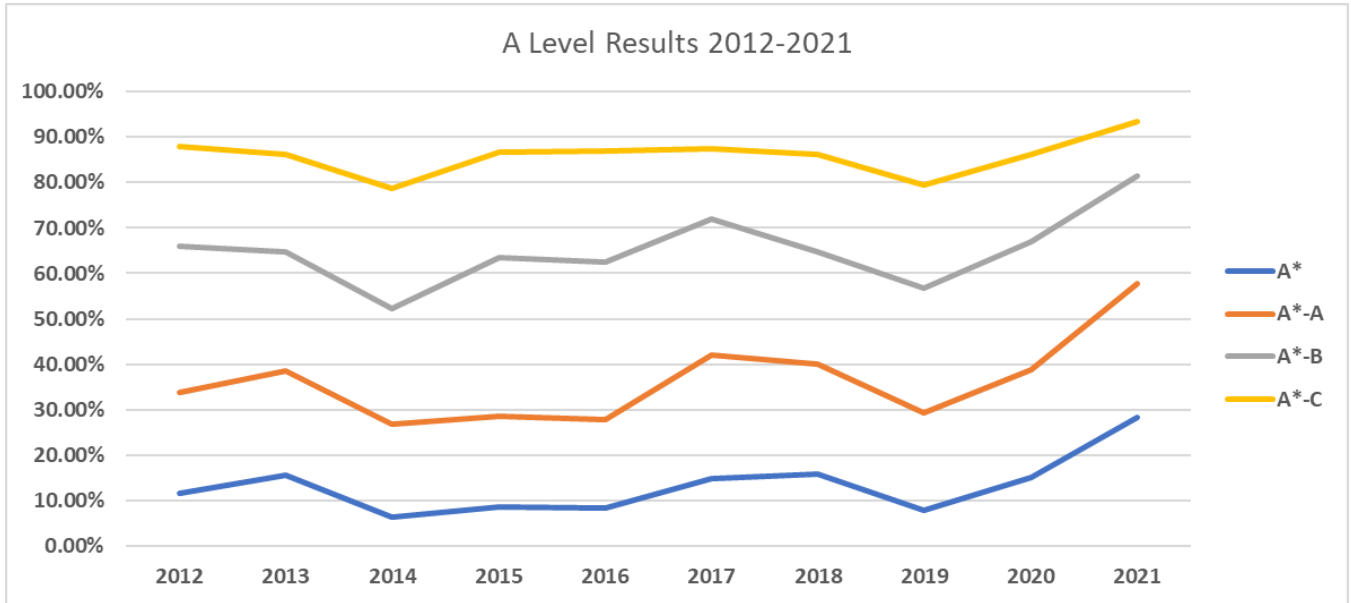
| | | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| A* | (8-9) | 18.70% | 16.30% | 15.30% | 20.90% | 18.30% | 18.10% | 26.60% | 30.28% | 39.64% | 34.19% |
| A*-A | (7-9) | 49.40% | 49.60% | 42.10% | 53.60% | 47.70% | 43.00% | 46.30% | 50.88% | 66.53% | 53.87% |
| A*-B | (6-9) | 79.30% | 76.60% | 72.80% | 82.30% | 73.20% | 68.50% | 66.90% | 72.74% | 85.56% | 72.47% |
| A*-C | (4-9) | 95.80% | 92.70% | 93.60% | 95.20% | 93.50% | 92.60% | 93.80% | 96.36% | 99.90% | 97.85% |

This year, the College recorded a strong set of grades, performing above our 2019 figures, although seeing a slight dip from the 2020 CAG year. This demonstrates our robust grading and resistance to unethical grade inflation.

GCSE Results 2021

| Subject | Number of Entries | Grade Distribution | | | | | | | | | | Percentage Analysis | | | | | |
|---------------------|-------------------|--------------------|------------|------------|------------|------------|-----------|-----------|----------|----------|----------|---------------------|--------------|--------------|--------------|--------------|--------------|
| | | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U | 9 | 8-9 | 7-9 | 6-9 | 5-9 | 4-9 |
| Art | 23 | 9 | 7 | 4 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 39.13 | 69.57 | 86.96 | 95.65 | 100.00 | 100.00 |
| Biology | 83 | 9 | 15 | 17 | 13 | 14 | 11 | 4 | 0 | 0 | 0 | 10.84 | 28.92 | 49.40 | 65.06 | 81.93 | 95.18 |
| Chemistry | 55 | 10 | 17 | 9 | 7 | 8 | 3 | 1 | 0 | 0 | 0 | 18.18 | 49.09 | 65.45 | 78.18 | 92.73 | 98.18 |
| Classics | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Computing | 20 | 1 | 4 | 3 | 3 | 4 | 3 | 1 | 1 | 0 | 0 | 5.00 | 25.00 | 40.00 | 55.00 | 75.00 | 90.00 |
| Design & Tech | 41 | 5 | 7 | 8 | 7 | 7 | 7 | 0 | 0 | 0 | 0 | 12.20 | 29.27 | 48.78 | 65.85 | 82.93 | 100.00 |
| Food Technology | 11 | 2 | 1 | 4 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 18.18 | 27.27 | 63.64 | 81.82 | 90.91 | 100.00 |
| Drama | 16 | 3 | 1 | 4 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 18.75 | 25.00 | 50.00 | 93.75 | 100.00 | 100.00 |
| English Language | 94 | 8 | 17 | 21 | 28 | 16 | 4 | 0 | 0 | 0 | 0 | 8.51 | 26.60 | 48.94 | 78.72 | 95.74 | 100.00 |
| English Lit | 94 | 9 | 11 | 16 | 26 | 14 | 14 | 2 | 2 | 0 | 0 | 9.57 | 21.28 | 38.30 | 65.96 | 80.85 | 95.74 |
| French | 61 | 15 | 7 | 10 | 3 | 18 | 4 | 3 | 1 | 0 | 0 | 24.59 | 36.07 | 52.46 | 57.38 | 86.89 | 93.44 |
| Geography | 64 | 14 | 14 | 20 | 11 | 3 | 2 | 0 | 0 | 0 | 0 | 21.88 | 43.75 | 75.00 | 92.19 | 96.88 | 100.00 |
| History | 58 | 10 | 10 | 11 | 10 | 10 | 5 | 2 | 0 | 0 | 0 | 17.24 | 34.48 | 53.45 | 70.69 | 87.93 | 96.55 |
| Mathematics | 94 | 15 | 10 | 13 | 17 | 26 | 12 | 1 | 0 | 0 | 0 | 15.96 | 26.60 | 40.43 | 58.51 | 86.17 | 98.94 |
| Music | 6 | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 66.67 | 66.67 | 66.67 | 100.00 | 100.00 | 100.00 |
| Physics | 57 | 19 | 10 | 10 | 7 | 6 | 5 | 0 | 0 | 0 | 0 | 33.33 | 50.88 | 68.42 | 80.70 | 91.23 | 100.00 |
| Religious Education | 93 | 15 | 16 | 25 | 12 | 7 | 15 | 3 | 0 | 0 | 0 | 16.13 | 33.33 | 60.22 | 73.12 | 80.65 | 96.77 |
| Spanish | 26 | 2 | 6 | 2 | 5 | 7 | 4 | 0 | 0 | 0 | 0 | 7.69 | 30.77 | 38.46 | 57.69 | 84.62 | 100.00 |
| Sport Studies | 23 | 6 | 6 | 2 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 26.09 | 52.17 | 60.87 | 95.65 | 100.00 | 100.00 |
| Totals | 920 | 157 | 159 | 179 | 170 | 144 | 90 | 17 | 4 | 0 | 0 | 17.07 | 34.35 | 53.80 | 72.28 | 87.93 | 97.72 |

A level results



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

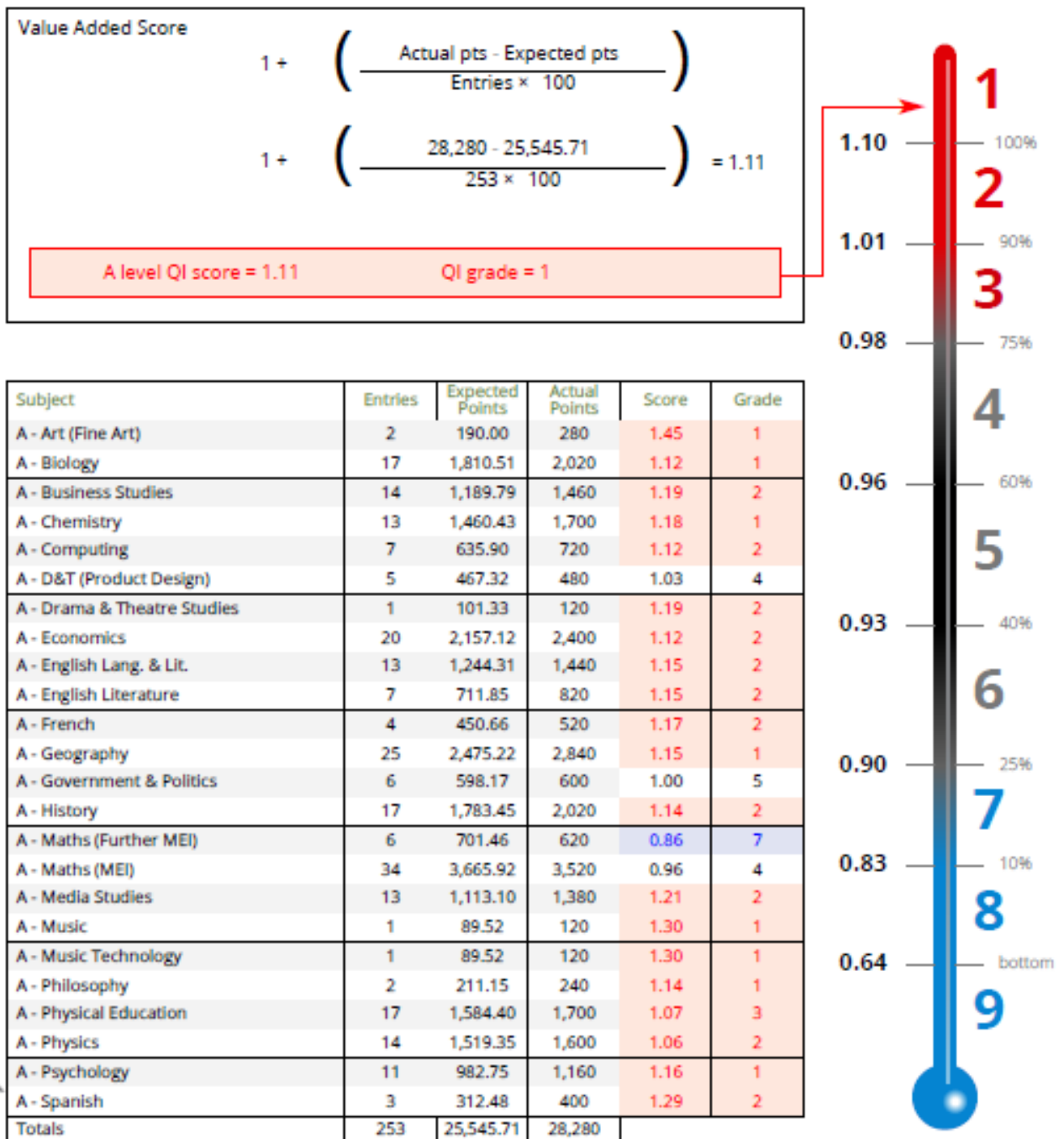
A level Results 2021

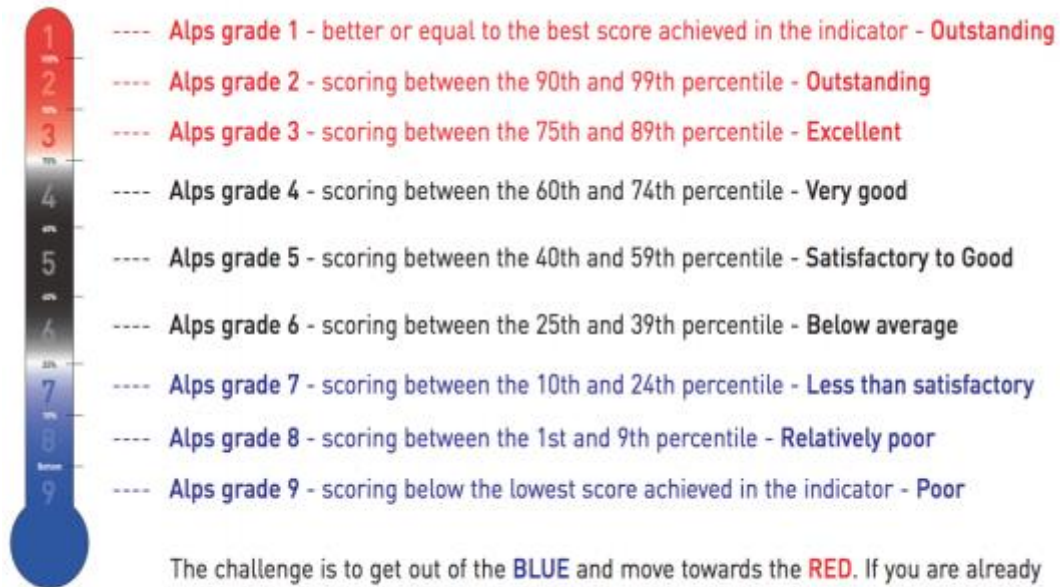
| Subject | Number of Entries | | | | | | | | | % A* | %A*-A | %A*-B | %A*-C |
|---------------------------------|-------------------|-----------|-----------|-----------|-----------|-----------|----------|----------|---|-------------|-------------|-------------|-------------|
| | | A/A* | A* | A | B | C | D | E | U | | | | |
| Art | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Bio | 17 | 13 | 9 | 4 | 1 | 1 | 1 | 1 | 0 | 52.9 | 76.5 | 82.4 | 88.2 |
| Business Studies | 14 | 6 | 2 | 4 | 3 | 5 | 0 | 0 | 0 | 14.3 | 42.9 | 64.3 | 100.0 |
| Chemistry | 13 | 12 | 9 | 3 | 0 | 1 | 0 | 0 | 0 | 69.2 | 92.3 | 92.3 | 100.0 |
| Computing | 7 | 4 | 0 | 4 | 2 | 0 | 0 | 1 | 0 | 0.0 | 57.1 | 85.7 | 85.7 |
| Design & Tech | 5 | 2 | 0 | 2 | 1 | 1 | 1 | 0 | 0 | 0.0 | 40.0 | 60.0 | 80.0 |
| Drama | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0.0 | 100.0 | 100.0 | 100.0 |
| Economics | 20 | 14 | 7 | 7 | 5 | 1 | 0 | 0 | 0 | 35.0 | 70.0 | 95.0 | 100.0 |
| English Language and Literature | 13 | 6 | 4 | 2 | 4 | 3 | 0 | 0 | 0 | 30.8 | 46.2 | 76.9 | 100.0 |
| English Literature Further | 7 | 4 | 3 | 1 | 2 | 1 | 0 | 0 | 0 | 42.9 | 57.1 | 85.7 | 100.0 |
| Mathematics | 6 | 2 | 2 | 0 | 2 | 1 | 1 | 0 | 0 | 33.3 | 33.3 | 66.7 | 83.3 |
| French | 4 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 50.0 | 100.0 | 100.0 | 100.0 |
| Geography | 25 | 14 | 8 | 6 | 7 | 3 | 1 | 0 | 0 | 32.0 | 56.0 | 84.0 | 96.0 |
| History | 17 | 10 | 6 | 4 | 7 | 0 | 0 | 0 | 0 | 35.3 | 58.8 | 100.0 | 100.0 |
| Mathematics | 34 | 14 | 6 | 8 | 10 | 6 | 4 | 0 | 0 | 17.6 | 41.2 | 70.6 | 88.2 |
| Media Studies | 13 | 6 | 4 | 2 | 3 | 2 | 2 | 0 | 0 | 30.8 | 46.2 | 69.2 | 84.6 |
| Music | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0.0 | 100.0 | 100.0 | 100.0 |
| Music Technology | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0.0 | 100.0 | 100.0 | 100.0 |
| Philosophy | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0.0 | 100.0 | 100.0 | 100.0 |
| Photography | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0.0 | 100.0 | 100.0 | 100.0 |
| Physics | 14 | 11 | 3 | 8 | 1 | 1 | 0 | 1 | 0 | 21.4 | 78.6 | 85.7 | 92.9 |
| Politics | 6 | 3 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 16.7 | 50.0 | 66.7 | 83.3 |
| Psychology | 11 | 6 | 0 | 6 | 3 | 1 | 1 | 0 | 0 | 0.0 | 54.5 | 81.8 | 90.9 |
| Spanish | 3 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 66.7 | 100.0 | 100.0 | 100.0 |
| Sport Studies | 17 | 4 | 2 | 2 | 9 | 2 | 2 | 0 | 0 | 11.8 | 23.5 | 76.5 | 88.2 |
| 255 | 147 | 72 | 75 | 61 | 30 | 13 | 4 | 0 | | 28.2 | 29.4 | 23.9 | 11.8 |

Three Year ALPS thermometer

ALPS (A level Progress System) is a widely used measure of school effectiveness, more specifically at A level. It is becoming more and more the norm for A level providers to use when judging their A level results, replacing more traditional Value Added. It comprises all student data from the UK, and so gives a national benchmark of quality.

This year, our thermometer score places us in the top 1% of schools nationally.





Outstanding Achievements: Victoria College Preparatory School

Music

What a weird but wonderful year it has been for the music department at VCP! At the start of the school year the guidelines meant that we couldn't sing or share musical instruments. We couldn't perform at events or attend them ourselves. We couldn't do the things that are usually so integral to a basic music education. However, this by no means stopped our learning or progressing through the curriculum and, with some adaptations and amendments, we have had another fantastic year.

Once again, the participation in the music department has been incredible. We have hosted 111 peripatetic music lessons each week and have had 182 extra-curricular club members. Our clubs haven't quite run as usual as we haven't been able to mix year groups. Instead, we dedicated each term to its own club. We started the year on the ukulele, played keyboards in the Spring term and finally, after a break of over a year, were able to restart our choirs in the Summer term. As a keen singer myself I cannot put into words how much I had missed the feeling of singing, as well as the joy of hearing our boys singing together. We have been focussing purely on singing songs that the boys want to sing and the participation each week shows me that we are getting back on track to the amazing culture and love of singing that we used to have.

Of course, we don't have many events to discuss this year, but we did have a very successful House Music competition. We weren't able to host a live event but instead enjoyed watching an incredible 234 entries via video submission. Our Junior competition held a vocal and an instrumental category, and our Senior competition held the same two with the addition of a band category. Each music captain then chose a representative for their house for each category which were sent to an external judge. Thank you so much to my music captains and to Stephanie Humphries and Sam Willcocks for judging the competitions this year. The results were as follows:

Junior Vocal Winners: Jonty Porter (Sartorius) and Ethan Griffiths (Diarmid)

Junior Instrumental Winner: Mohammed Arslan (Bruce)

Senior Vocal Winner: Oliver Cornthwaite (Braithwaite)

Senior Instrumental Winner: Luke Perree (Bruce)

Senior Band Winners: Thunder Yellow (Dunlop) consisting of Daniel Spottiswoode, Dougy Brownrigg, Hamish Le Masurier, Patrick McMahon and Ryan Dingle.

Each house had a huge number of participants and sang and played amazingly, but a special congratulations to Bruce who won both the Junior and Instrumental heats overall.

The competition wouldn't have been possible without my music captains so a huge thank you to James Austin, Ben Mosson, Henry Gallaher, Freddie Johnson and Daniel Spottiswoode.

We are currently in the final stages of our Year 6 production, Dragon Days. The boys have been working so hard on their acting, singing and dancing and have even been creating their own props and advertisements. We can't wait to show you the film of what is a different but just as fun production and I'm sure you will join me in applauding them extra loudly from home.

Thank you so much to all of our incredible peripatetic staff, to our school staff for their support, to all our parents for their continued support and mostly to our amazing boys for making what

could have been a really difficult year for music one that was just as fun as always. Good luck to all of our leavers and I can't wait to welcome our new students and current students back in September.

Robyn Lezala

Creative Arts

Year 3 studied the work of artist Paul Klee, working with different media, including watercolours and wax pastels. The boys learned a number of different stitches and depicted hieroglyphs onto binca fabric. DT work involved studying famous buildings and producing sketches to show the 2D shapes. They explored different types of soils and rock and created their own cast and mould 'fossils'. They investigated machines and levers and considered the design and purpose of a machine built by the Ancient Egyptians. Focusing on the triangular shapes within the Eiffel Tower, the boys created tall, strong towers using their acquired knowledge. In computing, they familiarised themselves with their iPads and desktop computers, they learnt how to stay safe online and how to use technology appropriately. They created surveys using Google Forms, created their own dance party using Scratch and learnt how to use quick stop animation and making their own videos.

Year 4 welcomed Catherine Ward, a local textile artist and specialist in felt making, to their art workshop, resulting in authentic looking felt tools. The boys produced some amazing Neolithic huts, honing their sewing skills. The Iron Man was the book of the spring term, this involved artwork and the subject of their poetry. The technology project involved making chairs in the style of Charles Rennie Mackintosh, the designer and architect they had studied in Art. Boys read 'Why the Whales Came' and created coastal textiles and 3D canvases using sea glass and finds from the beach. The plastics project involved learning about the benefits and uses of plastic, as well as the need to reduce, reuse and recycle. The budding entrepreneurs created some amazing products out of waste plastic.

Year 5 for Remembrance Day, made felt poppies by interlocking the felt to create a matted fabric, in an art workshop with Cathryn Ward. Boys attending VCJ workshops to undertake a practical tasks and learnt lots of new DT skills- sawing, sanding, and soldering. And using their recent Science learning on water resistance, from the forces unit, to help them design and make a battery-power model air boat. They saw the exciting introduction of brand-new computer-unit using the BBC Micro:Bit to support their Computer Science (Coding) lessons.

Year 6 addressed the topic of natural disasters, allowing the boys to demonstrate their understanding of poetry, diary, journalistic and creative writing. In Art, they explored the work of Edvard Munch's 'The Scream'. They created their own versions of this famous painting using pastels. They enjoyed exploring the work of Pablo Picasso, experimenting in a huge range of media and creating effective pieces filled with colour and geometric shapes inspired by his Cubism Movement. They proved their resourcefulness, resilience and competitiveness in the DT project on Robots; using knowledge of electricity and circuits, from the Science curriculum, and their practical skills, to produce a robot with moving wheels and weapons.

Sport

Unfortunately, the sports programme at VCP was severely disrupted during this academic year. There were very few external fixtures in any sport, because of efforts to keep within class bubbles This also affected the way in which the internal House competitions were

organised. However, we were able to run variations of the competitions to give the boys a chance to represent their Houses.

We were delighted to pick up an Award when VCP was announced as the 2021 School Trophy Winner, for most children entered into the Vistra Jersey Kids Triathlon.



VCP pupils win prizes for online safety films

Students won top prizes in a national e-safety film-making competition. Online safety charity Childnet asked young pupils to create a short-film or storyboard, exploring the theme of separating fact from fiction to find trustworthy information online. VCP had two films recognised in the top three of one category which has never happened before in the 12-year history of the competition. VCP was awarded a DSLR camera, plus other film-making equipment, as a prize for their first and third places.

Outstanding achievements: Victoria College

Community

Despite the ongoing challenges of the pandemic, Victoria College has continued to give back to the community of which it is part.

At the start of the academic year, we offered our congratulations to Sam Morris (former 2020 Year 13 student) whose watercolour painting 'The Colourful Crowd' won The SAA 'Best Young Abstract or Experimental Art' Award.

Over the years VCJ has supported many charitable causes, in October 2020 we received a message from James Mwangi from Tata Soccer Academy in Kenya. Back in 2005 Diarmid House raised enough money, as part of the charitable initiatives, to pay for James' high school fees for three years. Today he runs a successful soccer training academy to help other boys in Kenya to follow in his footsteps.

We are always so impressed with the work that students do outside of College. Charlie Cadin who left in June, worked on the most amazing project, making surfboards out of sea lettuce, put forward for a competition and were delighted his creation won.

Wetwheels-True Grit, a running race with a difference, a 4.3km challenging course set through Ronez Quarry. Dr Gareth Hughes completed the course in 19:21 and placed 10th position out of 74 runners. Mr Aaron O'Hare (18:45), Mr Sam Coe (22:37) who were part of El Toros' Punished 1 mens team. They were the overall winners (Mr O'Hare's lap the fastest of all 33 runners in that heat) and were awarded the granite trophy.

'MOvember' Challenge 2020 kicked off in November raising funds for the charity. Mr O'Hare and Mr Coe also set themselves the challenge of running the height of MONT Blanc (4809m) to raise further funds for MOvember.

Josh came 3rd in Mourant's Psychology Essay Writing Competition with his work on 'Exploring the positive impact of inter-generational practice on elderly people's mental health in care homes'

We were delighted to be part of Aureole Choir's '17 Days of Christmas' concerts for care homes in Jersey. Mr Murton arranged performances from two of our senior choir members, Harvey G and Harvey P, as well as a violin piece by Mrs Davies. There were also two pre-recorded performances from Ed (Yr9) on the violin and Adam (Yr10) on the piano.

Students took part in the Jersey Young Enterprise programme, they were given the Charity Auction Task which involved purchasing goods from Acorn, in a 'Supermarket Sweep' style, upcycled them, promoted and auctioned their items at Simon Drieu to raise funds. They were later awarded 'Best Team' and 'Best MD'.

Our former Head Boy, Sam Moore, was listed as a 'Pandemic Hero' and given one of the 45 awards by Jersey's Bailiff for services to the community during the pandemic.

Year 12 student Jem was featured in the Gallery Magazine as part of their Channel Island Chess Champions article.

Young Musician of the Year Competition, an annual competition, Jersey Music Service, saw three of our boys named as winners of their heats:
Singing: Yanis, Woodwind: Cosimo and Brass: Leo.

Mr Alan Falle raised an incredible figure for Grace Crocker Family Support Foundation and came first in the Individual Challenge.

Liberation Day marathon in honour of Martyn Devenport. Ed Devenport OV, son of our longest serving Headmaster, Martyn Devenport, marked the 30th anniversary of his father's passing on 9th May 2021 by running his first ever marathon to raise money for Jersey Hospice Care.

Mr Richard Picot, VCJ Sports Department, had his surfing photos selected for Jersey Post's new collection of stamps.

Prefects held a dress down day for all Houses to raise funds for oxygen cylinders for hospitals in India.

A number of our CCF Cadets took part in the Duke of Edinburgh's 100th birthday memorial service.

After the success of our 'Walk, Talk and Archive' events with a number of Old Victorians, our Archivist James Wooldridge, hosted a series of tours of the 'castle on the hill' for the general public. It was a rare opportunity to hear about the impressive history of one of Jersey's most iconic buildings.

To close the academic year, we held collaborative activities with JCG for Pride Week, welcomed Maro Itoje from The British and Irish lions, who answered questions from both schools about his rugby career and what he would have liked to do if he hadn't pursued a career in rugby. Patrick Gouge OV received an award from the Marylebone Cricket Club at Lords Cricket Ground. Patrick scored an unbeaten 102 against the MCC in the annual match with the world's oldest cricket club. He was presented his award by MCC President and former Sri Lankan cricket star Kumar Sangakkara.

Combined Cadet Force

Despite the challenges posed by Covid, we were able to maintain a training programme for most of the academic year. Our Year 9 intake in September was very healthy at just under 50 new recruits, which allowed for our more senior Cadets to be promoted and take on roles as mentors.

In October, we heard that our Senior Cadet, Cadet Warrant Officer Tom Mulholland had been appointed as a Lieutenant Governor's Cadet by His Excellency. This highly prestigious honour is the pinnacle of achievement by a Cadet and we were proud of Tom being able to attain this.

We welcomed into the Contingent a new School Staff Instructor, Warrant Officer (Class 1) James McGarr who took over from Warrant Officer (Class 1) J-P Fidrmuc. A former Royal Tank Regiment Senior NCO, James threw himself into life in the CCF and has brought a wealth of practical experience from his service in the Regular Army.

We also received Captain Dirk Nuesink from the Jersey Field Squadron, as he presented the Headmaster with our certificate of affiliation to the Royal Engineers. Our Army Section Cadets now wear dark blue berets, whilst our Contingent Officers wear Royal Engineer head dress and corps colours stable belt. Throughout the year we were assisted by the Jersey Field Squadron in various ways and we were thankful to their Officer Commanding, Major Charlie Martell for his ongoing support.

In January 2021, we said goodbye to our OC Royal Navy Section, Lt Aaron O'Hare who left the College to join the Royal Navy as a potential aviator. His energy and involvement in the CCF will be greatly missed. He was replaced in the role by Old Victorian, Lt Harrison Bish who moved across from the Army Section.

Recruitment of teaching and support staff from within the College remains a real challenge, with no new staff joining since 2017. We are fortunate to have support from adult volunteers with links to the College to help but recruitment from within does require attention in order to sustain our activities and grow the Contingent.

We concluded the academic year by organising an on-Island CCF camp for our Cadets. The successful four-day programme included a day on the range at Crabbe, watersports and a military day involving historic weapons and an afternoon with the Jersey Field Squadron.

Art and Drama

Art: Because of the pandemic, 2021 was a scant year for Arts events beyond the College's gates, with the absence of exhibitions and noteworthy schools' competitions. In particular, the Jersey Arts Eisteddfod was cancelled. This long-standing celebration of the visual Arts has been for many years the primary showcase for Jersey students' artistic achievements. Normally, the artwork we submit on behalf of our students is awarded high marks, and it is not unusual for one or even two of our students to be awarded 'best in show' in the three main age group categories. I'm glad to report that this year's Eisteddfod will be happening this Spring, so next year, it is to be hoped that I can report on some student successes.

One notable competition win did come from an unusual starting point. Year 8 student William Worthy (now in Year 9) won an art competition set by a local funeral director - Maillards. They invited all island schools to enter, where the students created a colourful and celebratory livery design for one of their hearses! Will's design was based on foliage and flowers that 'grew and wove' themselves over the entire vehicle. He won £500 for his winning entry! Excellent!

Within school, we continue to teach a varied and ambitious range of projects. Last year we especially focused on doing Key Stage 3 projects where the outcome was of an ambitious scale. Themes such as Samurai Warriors and Medieval Knights were used in a Year 8 project, where the boys learnt how to draw the figure accurately, but more especially in developing a real understanding of using the whole range of tones when pencil drawing. In another project, Year 7 students initially looked at Impressionist painting, but harnessed this style to create their own large pieces of a surfer riding a wave. It is hoped these types of projects make Art an accessible and enjoyable experience for all our boys – promoting a 'can do' attitude, regardless of their level of ability.

Students at GCSE and A' level continued to uphold our strong reputation of producing high quality artwork which rightly deserves the high grades it is awarded.

Drama: As the new head of Victoria Colleges Drama and Theatre department, I was delighted to arrive and take responsibility for such a vibrant and successful subject.

April 2020 saw my department engage with some of the most challenging times for the arts nationally. I am fortunate, however, to find so many fantastic students and staff that share my vision for Drama and Theatre here at the college. This has enabled me to bring many new and existing ideas forward, once more.

Academic year 2020 - 21 saw us able to plan and construct many new and existing features to the departments co-curricular calendar. The department was able to re-introduce the schools prestigious house drama event along with the first whole school production in several years.

The department will also be re-introducing a year 7 and 8 Drama club to enable our boys to develop further inclusive and confidence skills. We have begun making plans for what would become the school's first co-ed Y7 drama group session for Vic boys and our friends over at JCG, with a long-term view to make Drama and theatre as one of the schools 'go to' departments for inclusion, engagement and performance.

The possibilities within this department for 2020 and beyond are endless and I look forward to beginning work on making these opportunities (and more) happen for all Victoria College students.

Music

The most significant change for music has been the appointment of Mrs Emma Davies to the department. She came from the UK with her husband (a musician and a Luthier) and, while only being in her second year as a teacher, has made a significant impact on the work of the department. Ms Davies is a violinist, singer and pianist and her appointment has enabled her to be fully involved with our year 7 orchestral challenge.

2020-2021 saw the second year of the Victoria College Orchestral Challenge. This initiative provides every Year 7 student lessons on an orchestral instrument. We were pleased that the year was again a great success, with special measures in place enabling boys to have lessons. We were also pleased that 34 boys from the previous year decided to continue in year 8 and that has brought more music teaching into school as a result. As the year progressed, we were able to maintain the challenge and, in the summer, we were able to introduce small groups playing together, but nothing like the larger groups that were originally envisaged. We were able to examine the boys live at the end of the year and we were pleased that the vast majority performed well. We had slightly fewer boys opting to continue in year 8, but we are sure that will have been partly because of the isolation that Covid presented the musicians: playing in a group is so vital to the enjoyment of music. In the two years of the initiative, we have been able to provide over 200 boys with a year's worth of specialist tuition and at the end of each of the two years around a third of the boys have opted to continue. We are sure that more boys would continue if the costs in year 8 were less and we continue to explore ways in which we can do this.

In the spring we held auditions to start up a Foundation Choir for boys from both schools. The aim to have a choir of 24 boys (6 boys from each year group 5-8) was to ensure a greater continuity for the music between both schools. The choir was unable to start because of lock down.

We were unable to hold any concerts through the year, and as a result the choirs and bands have suffered considerably. We were pleased when, just before Christmas, restrictions were changed to allow singing and playing of wind instruments. Our Voces Victoria group quickly got together to record some music shared on social media.

Our annual House Music competition was changed this year to keep the competition alive. We were unable to have choirs or ensembles, but we did hold heats for the solo singers and instrumentalists. We had the pleasure of OV, Nicholas Cabot and Mrs Davies to adjudicate the finals. These were pre-recorded and put online so that people could hear the quality and variety of our musical pupils. The plan to hold the ensemble competition in the summer was again thwarted by the pandemic.

Sport

Despite such a turbulent year, school sport still provided excellent moments of success and achievement. The football cup competitions were friendly fixtures and when restrictions did not allow inter-school fixtures, we played internal games. One particular highlight was a friendly against a strong Year 9 Le Rocquier side, the result was testament to the boys' hard work and determination.

The school was fortunate enough to have a wealth of talent available for First XI (1st XI) Football selection. We also had multiple boys join us in Sixth Form from other schools, four of which featured regularly for the 1st XI. Such was the number of good quality players, the 2nd XI was formed. The 1st and 2nd XI managed to play only four fixtures during the year, with two of them being between themselves. Next year we are entering the 2nd XI into the Jersey League so they can expect a more comprehensive fixture list. We also hope to revive the Football Tour and Channel Island League for the 1st XI, which is normally a highlight of any footballer's year.

One school sport which has risen from the ashes of the pandemic is hockey and we were fortunate enough to run three teams in this league. It's fair to say the 2020-21 season did not get off to a great start, however as the league continued, performances got better but unfortunately results were still hard to come by. Wins against Hautlieu and Tigers stood out, as well as a very well-fought draw with Crusaders. The team eventually finished in fourth place on 16 points. Having won the Senior Cup competition in the last season, the team had their eyes on retaining the trophy for the first time in the competition's history, despite an interrupted training programme and periods out of school, the boys were able to put together some fantastic performances and retained the Senior Cup. It was a thoroughly deserved result for the boys, many of whom were playing their last game for the VCJ Rathbones 1st XI and who have been fantastic servants of the school.

The 2nd XI hockey team started the season with some patchy form before putting everything together to become the Minor Cup Champions. The season started with a league competition and the boys playing in Division 2 of the Jersey Hockey League. We won the last five games of the league season to finish in 3rd place, just three points off the top. However, it put us in a great position to approach the Minor Cup, we went into the final match against second placed JHC Vintage, with both teams knowing a win would secure the Cup. We dominated from start to finish and although we only managed a single goal, it was enough to win the game and end the season four points ahead and top of the table.

As usual, the Colts Hockey season started shakily, however we did manage to get a win and two draws under our belt against JHC Lions and Hunters. The second half of the season started with some tough fixtures against Victoriana, when we played better hockey throughout.

We went the rest of the season unbeaten, winning four and drawing two of our following six games, as a result, we finished the Cup in third place. For a team, being so young and playing in an adult men's league, this was a great result.

Cricket continued to be a popular sport, although it was ultimately a frustrating end to the term, as Covid issues reared their ugly head once again. At 1st Team level, we were disappointed to lose the ability to run a team on Saturdays with Jersey Cricket running their own U19 team instead. We were able to play five matches despite losing the ability to tour or receive visiting teams. Unfortunately, Covid and the weather put paid to matches with St Ouen, Springfield, Elizabeth College and a Jersey Development XI. Year 8 managed to play three games and won the lot.

We ran a Softball Club for Years 7 and 8, it proved extremely popular and attended by over 35 boys in Year 7 and 30 in Year 8, many of whom attended every single Wednesday. Halfway through the summer term we hosted Granville School for a Year 7 and a Year 8 softball match.

We were unable to complete a rugby season or run our Sports Day, however, one of the features that makes our House sport system so good is the number of sports and fixtures our boys can do internally. While we have not been able to play everyone outside of school, we could play multiple fixtures internally. While the Blomfield was void last year, we worked hard to complete as many events as possible. Although we got close to completing the trophy, we did fall short towards the end of the year, that said, we voted (from those who were actually impartial) and the unanimous decision was reached that we had fulfilled enough events to make current standings in the trophy viable. The Lushington for Juniors was won by Dunlop. The Goulding (the Colts trophy) was jointly won by Sartorius and Diarmid, with Diarmid's dominance in football helping them equal Sartorius' points. Finally, the Ferguson Trophy saw Sartorius running out as clear winners, way ahead of their nearest rivals. A mixture of strong Year 12s and Year 13s, plus excellent organisation, meant they were hard to beat across all events. Overall, this meant that the Blomfield was awarded to Sartorius.

Co-curricular

The academic year 2020/2021 has seen a number of initiatives launched for the Co-Curricular program. Most notably the introduction of the Duke of Edinburgh award to all boys in Year 9. With dedicated sessions preparing them for the expedition throughout the year. This is a huge undertaking and a staff team of 5, led by Mandy Blackmore have worked to ensure the sessions and boys are both engaging and informing. A group of 14 boys have started the undertaking of their Gold DofE and we are in the process of booking their expedition adventure in the UK, where they will challenge themselves to navigate through the Ashdown Forest and surround countryside.

Activities that have continued from last year include:

- Surf club - run by Ms Videt and the team from El Tico Surf School
- Archery club- run by Mr Parkes and supported by the staff from Valley Adventure
- After-school Coasteering - run by Ms Priestley, taking boys cliff jumping around the north and south coasts
- Climbing club - run by Mr Akers and staff from Wild Adventures
- Weekly Golf at Longueville Driving Range – run by Mr Parkes and site team staff Stephen Purdie
- After-school Board Games – run by Mr Smith for Years 7 & 8
- Debate Societies such as Socrates - run by Ms Flannegan
- Board Games and Activities - run by our Year 12 students, including Chess Club, Cards and other traditional and less known games. A mention to the Year 12 boys

from the previous academic year must be made, their effort and dedication to support the younger years was fantastic, many of these boys progressed into School Prefects

- Warhammer Club - run by Mr Akers for Key stage 3-4 is building well, with around 30 boys now attending on a weekly basis to paint, model and play games
- Year 7 Watersports with Bouley Bay Dive School - a 6 week package of mixed watersports for a group of Year 7 students including snorkelling, rib tours and a scuba dive taster session

New activities this academic year include:

- Stop Motion Animation for Year 7 - run by Motion studios
- Film Philosophy Club - run by Ms Flannegan
- Programming Club - run by Year 12 students and supported by Mr Parkes
- Launching after the Spring half term will be a skateboard club, aiming to engage students who perhaps do not identify with more traditional sports and providing them with a feeling of belonging. We aim to launch a weekly mountain biking group ride.
- Remote Control Car Club- a new initiative based on feedback from students. Approximately. 25-30 boys made use of the college site to race, repair (and crash!) their remote-control cars. This activity was overseen by our senior boys (Year 11 & Year 12 student) again providing leadership opportunities as well as having lots of fun. Attendees ranged from Years 7 to 12
- Relaunch of Drama club with Mrs Ogg.

The Drama Department worked tirelessly to get their show on the stage and despite Covid restrictions and interruptions Mr Warburton, Mrs Ogg and the drama cast put on a fantastic performance of the play "Teachers".

Music practices and performances have also been slowed by Covid. Students, however, have continued to practice and perform throughout the year. Our Year 7 Orchestra was a great success, and perhaps a telling sign of this is the numbers of boys in Year 8 who are continuing with their study of the instrument they first tried in last years' organisation.

Academic competitions have run throughout the year including the Maths challenge, and a team of Year 8 boys are preparing to defend our current title of Du Putron Challenge champions. At the end of last academic year, a team of our Year 10 boys won the Digital Jersey Post box challenge competition, beating older rivals from both within College and across all other secondary schools, with the support of Mr Parkes and the Design Department the boys created a system using small data packages to alert the postal service of the use of their post boxes, allowing the company to better reduce its CO2 emissions. Several of this team (now in Year 11) have just sat the examination for the Arkwright Engineering Scholarship and performed very well. We await the results of this exam to see if they will progress through to the interview stages of the scholarship program. We were also very pleased to be able to celebrate the success of a Year 11 at the end of last year with his Arkwright Scholarship, and he will now have the opportunity to take up a placement with JT to learn about their digital strategy and its implementation across the island.

Activity week 2021 was a touch and go affair, with a late cancellation due to a spike in Covid case numbers, and then a greatly received u- turn, with additional measure put in place by the school to ensure boys safety, meaning that boys were able to celebrate with friends and staff, taking part in a range of activities around the island, ranging from sailing, surfing and paddleboarding to wild food collecting and building remote-control cars, as well as programming and coastal walks.

Prize Giving 2021: Victoria College Preparatory School

Highlights

We had a fantastic time last day of term, ending Year 6 boys' primary journey with Prize Giving. Mr Pateman and Miss Hossard had the privilege of awarding the Hopewell Cup, the James Bruno Cup for Sport and the Hossard Cup for Arts. Along with Miss Lezala, Mr Silva, Miss Rowland, Miss Nicole and Mrs Hart who all awarded boys with a huge range of brilliant awards, for achievements and for progress in so many different ways. Over this academic year the boys certainly took onboard our Core Values; resilient, aspirational, respectful and resourceful. We weren't able to come together as a school, so the event was streamed to all classrooms, so everyone could be involved. We were also delighted to announce the leadership roles for September.



Prize Giving 2021: Victoria College

Highlights

Prize Giving, a highlight of the school calendar, usually takes place in July each year in the presence of the Lieutenant-Governor, the Bailiff and the Honorary French Consul and celebrates the successes of our students in all aspects of school life.

As last year, we needed to make new plans and moved the event to the first week of the Autumn Term to give our prize winners the recognition they deserved, albeit in different circumstances. On the afternoon of Friday 10 September, we welcomed current students, Year 13 leavers and Old Victorians to the Great Hall.

Prize winners spaced out around the Great Hall, each seated with up to two guests. With a late change in guest speaker, our guests were addressed by the Headteacher, Dr Gareth Hughes, who was joined on stage by Mr Patrick Crossley (Deputy Head) and Mr Richard Picot (Rewards & Celebrations).

Dr Hughes read citations for each of the major prize winners, with our new Head Boy, Ben Godel, offering three cheers in traditional celebration of the Gold Medal winners for Mathematics, Modern Languages and Science. As prize winners left the Great Hall, they were each given a cupcake of celebration, and all guests congregated outside for photographs in the sun.

It may not have been the traditional ceremony, but it was wonderful to celebrate individual successes, wish recent leavers the best for their next steps and see lots of smiling, proud Victoria College students.



Victoria College Foundation

Background

The Foundation was established in 2002 as part of the 150th anniversary celebrations for the schools. At that time, the Foundation sought to support the schools in raising funds for capital projects and to provide bursaries for students. In this capacity, the Foundation raised funds for several major refurbishment and building projects over the years. More recently, the Foundation has provided further support to the schools in delivering their development plans. The primary focus of the Foundation is now upon increasing its fundraising efforts to provide full or part-fee bursary funding to promising potential students whose parents or guardians would otherwise be unable to afford the fees charged by the schools. Fundraising can also be used to support capital projects to enhance the educational experience of students at both schools. Until 2020, the Foundation operated as a Trust, but was incorporated as a Jersey Guaranty Company in December 2020. The Foundation was successfully registered with the Jersey Charity Commissioner on 8 December 2020.

Patrons & Directors

As of 30 June 2021, the Patrons and Directors of the Victoria College Foundation Limited (the 'Foundation') were as follows:

Patrons:

His Excellency the Lieutenant-Governor of Jersey
 Air Chief Marshal Sir Stephen Dalton GCB, LLD (Hon), DSc (Hon), BSc, FRAeS, CCMI
 The Bailiff of Jersey, Mr Timothy Le Cocq

Trustees / Directors 2020-2021:

Paul Willing - Chair
 Oliver Hughes - Vice Chair and President of the OVA
 Brian Watt - Chair of the Board of Governors
 Alun Watkins - Headmaster of Victoria College (retired July 2021)
 Dr Gareth Hughes – Interim Headteacher of Victoria College (appointed July 2021)
 Dan Pateman - Headteacher of Victoria College Preparatory School
 Christopher Scholefield
 Matthew Sutton
 David Lambotte
 David Vieira (resigned November 2021)

Retirements and Appointments

Following the retirement of Alun Watkins as Headmaster of Victoria College in July 2021, he also stood down as a director of the Foundation and was replaced by Dr Gareth Hughes, the new Interim Headteacher of Victoria College. Subsequent to the end of the reporting period, David Vieira stood down as a director in November 2021. Paul Willing expressed his thanks to both Alun and David for the excellent work they had done in support of the Foundation during their tenure.

During the period, the Foundation was delighted that the Bailiff of Jersey, Mr Timothy Le Cocq agreed to become a patron.

Accountants

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

Foundation bursaries

During the period, The Foundation considered applications for bursary support for the academic year 2021-2022. The Trustees were pleased to be able to increase the Foundation's bursary provision, in line with its charitable aims, to provide full or partial support for 12 students. (previous Year 9)

In early 2021, the Foundation was also the recipient of funds that had previously been administered by the Treasurer of the States of Jersey. Such funds, which were in excess of £300,000, represented legacy moneys managed for the benefit of students of Victoria College. The Foundation is now administering such funds, much of which are used to provide bursary and scholarship support to students.

As a result of this, the Foundation now provides bursary support to over 57 students.

Fundraising

Despite the Foundation's desire to progress with a fundraising strategy to underpin the growth in its bursary provision and support for the schools, this continued to be impacted during 2020-2021 by the Covid pandemic and resulting financial pressures on both companies and individuals. It is hoped that this strategy can continue to be developed and refined to be implemented when such pressures may have eased.

Incorporation and Charity registration

In 2019-2020, it was decided by the Trustees to re-form the Foundation as a Jersey Guarantee Company, whose Memorandum and Articles of Association would clearly outline its charitable objectives and would support the Foundation's aim to become a registered charity. The Member of the company would be the Board of Governors, ensuring the Foundation's full accountability moving forward.

As noted above, this process was completed in December 2020, and the Foundation was subsequently registered as a charity by the Jersey Charity Commissioner on 8 December 2020.

Paul Willing
Chair of Trustees, Victoria College Foundation