



Victoria College Preparatory School
& Victoria College

Board of Governors

Annual Report
2019-2020

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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 2019-20. In what was an extraordinary year for both Victoria College and Victoria College Preparatory School, 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

The Covid-19 pandemic arrived towards the end of the Spring Term and presented extraordinary challenges to both schools. Well prepared contingency plans formed the basis of immediate planning activities for the provision of remote teaching and learning. There was, however, little or no time for training and rehearsal before the schools began delivering lessons in a very different format.

Early lessons learned were quickly applied and the schools used very helpful surveys of students, parents and staff to develop further improvement plans. Some excellent learning programmes were delivered and were very well received by most students and parents. Nevertheless, there were some areas where further improvements were still required and plans were quickly implemented to address these requirements. Further planning was also done to address any gaps in teaching and learning to ensure that any catching up in curriculum work was quickly achieved. Contingency planning to ensure that both schools were well prepared for any possibility of a second wave of Covid-19 was also completed.

External Examination plans for the year were highly disrupted by the pandemic and we experienced a challenging evolution of policy and guidance about the awarding of examination grades. Eventually, there was a move to Centre Assessed Grades and Victoria College achieved its best ever GCSE results and excellent A Level results. At Victoria College Preparatory School, the End of Year Teacher judgement of progress indicated that academic progress had remained at very high levels.

Throughout the pandemic, the students, their parents and the staff of both schools demonstrated extraordinary dedication and resilience in coping with many changes to normal processes and teaching arrangements. Both schools remained open for the children of critical workers and provided the essential care required. It was a very challenging year and our congratulations and thanks must go to all concerned for the delivery of such good results in exceptional circumstances.

Making the Schools More Accessible

As fee-paying States Schools, Victoria College and Preparatory School continue to offer excellent value for money to Jersey's young men and their families and to the island community as a whole. Throughout the year we have made good progress in developing our outreach programme, aimed at making the schools more accessible to children from all walks of life who have the potential to thrive in our schools. This initiative will continue throughout the coming year. We are currently providing 59 bursaries, have so far awarded 61 bursaries for the coming year and are working hard to seek funding for more such support through the Victoria College Foundation.

Hardship support arrangements for those impacted by Covid-19 were also established.

Some Notable Successes

In challenging times, it has been important for us to recognise some notable successes and Victoria College Preparatory School has had many. In October 2019, CI Travel Group announced various awards at the Radisson Blu Waterfront Hotel. One of the awards was presented to a Jersey school (primary or secondary) for an outstanding example of encouraging participation in sport or physical activity within the school. Victoria College Preparatory School was announced CI Travel Group 'Move More School of the Year 2019' and the school was thrilled to receive such recognition. This would not have been possible without the leadership of Mr Silva, his excellent and enthusiastic sports teaching and the variety of sports provided. Many congratulations go to the many sports teams involved and to all the boys who participated in sport.

Apart from sport, other great successes included: the over-subscribed and very popular careers assemblies, for which the school invited in members of the business community to share their work experiences with the boys; strong participation in Challenge 75, and further Eisteddfod successes, especially in art and language.

The De Putron Challenge is a 'university challenge' type event, for schools in Jersey and Guernsey, with the visitors from both islands meeting in the finals. For the first time ever, all three age categories (Year 6, Year 8 and Post-16) were won by the Preparatory School and Victoria College. In the final, the Year 6 and Year 8 teams were defeated but the Post-16 team beat Guernsey Grammar School to take the title.

The Orchestral Challenge initiative organised by Director of Music, Mr Francis Murton, has been a huge success with all boys in Year 7 (104) benefiting from playing a musical instrument and receiving expert tuition free of charge. Despite the challenging situation, Mr Murton has been able to assess each of the boys and nearly 80 of our boys received either a Silver award (up to Grade 1) or Gold award (Grade 1 or 2).

In the Eisteddfod, the VCJ and JCG Combined Orchestra played a splendid repertoire of pieces in their class at the Opera House. They were awarded a gold certificate and trophy and received very complimentary feedback from the adjudicator. Once again, many boys participated in the Eisteddfod, achieving a high standard of performance.

In May, Victoria College and the Preparatory school set out to raise money for Jersey Hospice Care and Age Concern Jersey by asking its community to challenge the number 75, to help recognise the 75th anniversary of Liberation. The target was to raise £7,500 but £4,886 was presented to each of the charities. Challenges were undertaken by staff, parents and students, with highlights including: OV Laurie Corbel's gruelling 75 laps of the Knight Shield relay course; Mr O'Hare and Head Boy Sam Moore completing a 75 km run at FB Fields; with the joint VCP and VCJ Deputy Heads undertaking a 75 mile turbo trainer virtual cycle; and the Caldeira family making and selling facemasks to raise a huge sum for the overall total. There were many other challenges and both school communities should be very proud of the fantastic results.

Victoria College's Head Boy, Sam Moore, and the IT Department helped produce vital PPE equipment for frontline workers. Prefect Jordan Khawaja made and distributed facemasks to those who needed them. Members of the Sixth Form joined with their counterparts at JCG to complete their 'Nightingale' run, generously supported by Saltgate. They raised an amazing £8,400 for Caring Cooks and Brightly.

The CI Student Business Challenge was cut short but the teams involved continued working hard to complete their submissions. Congratulations go to our students in 'The Gardening Gang' who were named the Overall Jersey Winner at the virtual ceremony on 21 May.

Planning for the Future

Our highest strategic priority remains the securing of the capital funds and the necessary political support to replace the current Victoria College Preparatory School. We are very much looking forward to the approval of funding in the Government Plan to support this project and to the start of work on planning and providing a new school.

In the year ahead, we will be updating our strategic planning arrangements, with a detailed review of the good progress we have made with the continuous improvement programmes we have introduced in many areas and defining and prioritising the further work that needs to be done. This will lead to the production of a new Strategic Plan.

Both schools have prepared action plans to address recommendations from the Jersey Schools Framework Review and work is underway to deliver any required improvements.

Despite a very difficult and challenging year, the Board of Governors remains confident that the Strategic Plan offers a strong and credible platform for our journey of continuous improvement and we will continue to build on the growing strengths of Victoria College and Victoria College Preparatory School. Our focus will remain on providing excellent value for money for students, parents and the Government of Jersey and on the longer-term infrastructure needs of both schools, to ensure our students have the brightest possible future.

Retirements

During the year, Mrs Janet Armstrong retired as a Parent Governor and the Board thanked her for her service and support of the Teaching and Learning Sub-Committee.

Mr Mark Godel retired after 6 years as a Governor, during which he served as the Chair of the Safeguarding Sub-Committee and as a member of the Finance and Premises Sub-Committee. The Board thanked him for his long and dedicated service and wished him well with his new business ventures.

Mrs Alexina Hossard retired after 24 fantastic years as a teacher at Victoria College Preparatory School and 12 years as a Staff Governor. The Board extended special thanks to Alexina for her long and dedicated service and gave her a small presentation.

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 2020):

Parent Governors

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

Mr Richard Bidmead (VCP)	Term to October 2021
Mr Simon Marks (VCP)	Term to February 2022
Mrs Janet Armstrong (VCJ)	Term to October 2021
Mr Richard Stevens (VCJ)	Term to October 2021

Elections for one VCJ Parent Governor are scheduled to take place at the beginning of the Autumn Term 2020.

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
Mr Paul Willing	Term to September 2020 (re-elected to Sept 2023)
Mrs Kathryn Slater	Term to June 2020 (extended to June 2021)
Mr Mark Godel	Term to September 2020 (retired July 2020)
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:

Ms Alexina Hossard (VCP)	Term to September 2020
Mr Tom Smith (VCJ)	Term to June 2021

CYPES Department representative

Mrs K Sugden	Senior Adviser, CYPES
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Right of attendance

Senator Tracey Vallois	Minister for Education or her nominee or a person nominated by either of them for the purpose
The Attorney General and Solicitor General	
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 2019-2020**Extended/Re-elected**

Mrs Kathryn Slater (term extended to June 2021)
Mr Paul Willing (re-elected to September 2023)

Departures

Mrs Janet Armstrong (March 2020)
Mr Mark Godel (June 2020)
Ms Alexina Hossard (June 2020)

Arrivals

Mr David Vieira (from January 2020)

Meetings

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

26 November 2019

Board of Governors' administration
 Election of Chairs & Vice Chairs of Sub-Committees
 Ratification of Sub-Committee Terms of Reference
 Sub-Committee reports
 Headteachers' reports
 Policy reviews and updates
 Annual report preparation
 Governor training
 Blue Sky planning
 Awards and prizes: 2019-2020

3 March 2020

Board of Governors' administration
 Welcome/endorsement of appointment: new Governor
 Sub-Committee reports
 Headteachers' reports
 Ratification of 2018/2019 Annual Governors' Report
 Policy reviews and updates
 Schools Funding Review
 Blue Sky planning

5 May 2020 (Extraordinary General Meeting)

Covid-19 review including:

- Qualification assessments
- Safeguarding during remote learning
- Delivery of remote teaching & learning
- Wellbeing – staff and students
- Communications
- Attendance
- Update re Schools Funding Review
- Fees
- Admissions applications during Covid-19

18 June 2019

Board of Governors' administration
 Annual election of Chair and Vice Chair of Board
 Retirement and Vote of Thanks to three Governors
 Proposal re VC Foundation Ltd
 Headteachers' reports
 Sub-Committee reports
 Schools Funding Review
 Blue Sky Day proposals

This report summarises the discussions and decisions taken by the Board of Governors in the academic year 2019-2020.

Annual questionnaire

Every year, the Victoria College Preparatory School and Victoria College Board of Governors hold their own survey to self-evaluate the work of the governing body. The questions are designed to test the robustness of the processes of governance and to identify areas where the Board is delivering on its objectives - and the areas where improvements need to be made. 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:

- Our members discuss issues and options for action connected to their particular role on the Governing Body
- We understand the difference between the Head's role and that of a Governing Body member
- We do not allow personal bias or self interest to affect our decisions

We believe we are good at:

- Organising the work of the Governing Body to enable us to act strategically and not operationally
- Regularly reviewing progress against agreed indicators/success criteria
- Having a planned programme for policy review
- Robust Governing Body orientation that meets the needs of new Governing Body members
- Timely and effective Governing Body meetings
- Considering alternative scenarios when making decisions
- Circulating the minutes of the Governing Body meetings (that are not confidential) to other school stakeholders, when requested and in an appropriate form
- Participating in an annual evaluation process and publishing the outcomes
- Setting ourselves goals with appropriate but challenging timelines
- Regularly examining and updating our responsibilities towards the strategic plan

Areas for improvement:

- Participation in regular governance training (ie minimum once a year)
- Use of our Governing Body evaluation results to improve our performance

We continue to work with CYPES to consider options for Governor training moving forward, particularly where modules might be offered via Virtual College. The Governors are seeking to undertake more Governor visits and meetings with school staff based around the areas of responsibility for each Sub-Committee.

In a year when all meetings moved online, the need to access Microsoft Office and Teams via the CYPES network presented some difficulties initially but our Governing Body have adapted well. We have managed to maintain our full schedule of meetings both at full Board and Sub-Committee level.

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 Dr Gareth Hughes, Deputy Headmaster (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

Victoria College and Victoria College Preparatory School's financial year follows that of the States of Jersey and is thus the calendar year, rather than the academic year. Whilst the 2019 outcome is now clear, any 2020 figures are still to be confirmed.

We have worked closely with the Children, Young People, Education and Skills Department (CYPES) and the Treasury Department to secure their support for our long-term budget proposals. We also look forward to contributing to the Education Reform Programme in order to ensure that the needs of the College and our students are met within the changes to come.

Major capital investment is required to provide additional improved teaching space for Victoria College within the existing campus. We also continue to actively support the proposal of a new school for VCP and are delighted that funding for this has been included in the final Government Plan for 2021-2024. In the meantime, both schools continue to manage improvements within the constraints of existing budgets.

In a year marked by a worldwide pandemic our plans and budgets were adapted and developed to meet the changing needs of the schools and the boys. We understood the financial impact that the evolving situation was having on some families and made the decision in April to postpone the previously agreed fee increases until 2021. We also took advantage of the Government scheme to provide additional bursary support for those families who were particularly affected by a loss of income.

Government of Jersey funding accounts for only 32% of net student income for Victoria College and 14% for VCP. Both schools work on extremely tight annual budgets and whilst much of the additional cost incurred due to Covid was supported by CYPES, there is no certainty that this will continue into the next financial year.

Wherever possible the Governors manage spending carefully in order to reinvest in the fabric of the buildings, to improve facilities and to offer additional learning opportunities for all students. At the end of 2019, there was a combined revenue deficit of £293,000, which was carried forward into 2020. The final position for 2020 is anticipated to be a combined revenue deficit of £288,000. The Governors have a written agreement with the Treasury and Education Ministers, which permits the use of our own capital provisions to support a revenue deficit in the short term. This has enabled us to continue to accelerate the implementation of our planned improvements. Our longer-term budgeting includes reinstating the capital provisions being used in this way.

Victoria College

The first cohort of students participating in the Orchestral Challenge have experienced challenges we could not have anticipated when we launched the programme last year. Despite continuing their lessons online after Easter all student gained their award at the end of the summer term and many have chosen to continue their studies in Year 8. We have made provision to ensure lessons will continue to be subsidised and each cohort of students will have access to an instrument of their choice. Should you wish to support Music at Victoria College in any way, please contact Mr Murton f.murton@vcj.sch.je.

Under the guidance of the Senior Teacher Co-Curricular, the Co-Curricular programme continues to expand. Unfortunately, many trips and activities have been cancelled over the course of the last year, but these will be reinstated once the current restrictions are eased. In the meantime, we are investing in new equipment to ensure that activities such as climbing, fencing and archery can commence as soon as possible.

We have continued our investment in IT hardware and have now successfully updated 30 classrooms with new Genee Interactive Boards, with the aim to complete this project in all teaching areas by 2022. The move to Office 365 last year enabled all school activities to move online in the summer term. In order to support remote learning, we have accelerated our plans to invest in portable devices and continuous training for all staff.

The refurbishment of all classrooms in the De Carteret block was completed during the summer providing brighter, modern teaching spaces throughout the area. A full redecoration programme in addition to new carpets and furniture will continue in the Geography and History rooms in 2021.

The toilets in the Tilling block have been enlarged and refurbished for both boys and girls. Our thanks to Jersey Property Holdings (JPH) and CYPES for their support with this project. We continue to work with JPH to confirm a date for the refurbishment of the remaining toilets around the school site which we consider a priority project.

Maintenance work around the site continues throughout the year. Other areas which have been upgraded are the 6th Form, the Library, the Howard David Theatre and the Music practice rooms.

Victoria College Preparatory School

We continue to work with CYPES to progress the proposal of a new school building for VCP. Whilst we await the outcome of these proposals, we remain focused on improving the environment for our current boys.

All the school toilets were refurbished during the school holidays and we would like to thank JPH for their support with this project.

The Year 6 area has been completely re-decorated including new lighting and carpets creating a bright, modern teaching spaces. The old fixed furnishings have been removed and replaced with moveable furniture, allowing the teachers to change and adapt the classrooms to the needs of their classes.

The main school office area has been redesigned and refurbished to create a more cohesive working space and dedicated sick bay facilities.

As in recent years, we have continued to invest in ICT hardware, software and teaching resources, having established a rolling programme of replacing outdated hardware whilst ensuring a ratio of 1:1 mobile devices for all our pupils so that ICT is embedded in the curriculum. We have also commenced a programme to install new Genee Interactive Boards in the classrooms.

Fee Support

We are keen to ensure everyone is aware that bursaries are available to provide assistance with fees at both Victoria College and VCP. If you would like to discuss these further, please do contact Mrs Emily Oldridge on 638200. Your enquiry will be dealt with in the strictest confidence.

N Cawley
Chair, Finance and Premises Sub-Committee



Governance, Leadership and Management

The Governance, Leadership and Management Sub-Committee (GLM) meets formally at least once a term. These formal meetings are supplemented by informal visits by the Governors to improve their understanding of the schools, provide both a level of oversight on key areas and to provide additional support to the Executive team.

Purpose

GLM's role is to oversee the machinery 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 Governors, parents and pupils. It also monitors the way in which any complaints or concerns are handled.

GLM has maintained its focus on its key areas of responsibility however is acutely aware of the impact of Covid during this period on students, staff and parents. This is an overview of the period 2019-2020.

Performance and Monitoring

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

- Board reporting with key performance indicators is standardised across both schools
- Rolling review of policies, processes and procedures is consistent 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 ISI Inspection schedule and the Jersey Schools' Review Framework.
- Monitoring progress and streamlining of the Strategic Plan progress tracker.
- Maintaining a focus on Diversity and Inclusion

Board of Governors' administration

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

- Publication of the Governors' Annual Report
- Maintaining and updating a Code of Conduct for Governors
- Monitoring the provision of adequate training for Governors including induction, the role of a Governor, Safeguarding in Education and Data Protection
- Maintaining a skills audit and Register of Interests for Governors
- Providing oversight to the appointment of new Governors (elected and invited) to meet the skills gaps identified in the skills audit.

In addition to the standing agenda for GLM, there have been a number of areas linked to the strategic plan where there has been even greater focus. These areas include:

Retention and Recruitment

GLM has received encouraging updates on the pro-active work being undertaken on both retention and recruitment in Years 12 and 13. Of particular note are:

- regular meetings and observations being undertaken with every student
- ongoing engagement with students joining in the Sixth Form
- wider engagement with other schools to build a pipeline.

GLM will be maintaining a watching brief on how this progresses during 2020-2021.

Roll and Admission data

GLM has provided oversight to the latest rolls and admission data due to its significance within the 5-year strategic plan. Detailed analysis has been carried out and presented, led by VCP, on the potential impact of current birth rates resulting in a downward trend in the number of primary school children in 2020-2024.

This impressive and objective analysis is helping build a greater understanding of the overall landscape and is good example of strong collaboration between VCP/VCJ and the Board of Governors.

GLM will be maintaining a watching brief on how this progress during 2020-2021.

Appraisal Process

GLM continue to advocate and support the development of staff both professionally and personally throughout the academic year. A pilot is currently underway 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

Feedback from the initial pilot has been encouraging with full engagement.

GLM will be maintaining a watching brief on how this progresses during 2020-2021.

For the period 2020-2021 GLM will maintain its focus on supporting both VCP and VCJ to maintain and 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 to continuously improve. Pupils, parents and potential parents are all key stakeholders of VCJ and VCP and GLM remains committed to working with them and the CYPES Department to ensure that the views of all stakeholders contribute to the development of both schools.

Richard Stevens

Vice Chair, Governance, Leadership & Committee Sub-Committee

Teaching and Learning

From a T&L perspective, 2019-20 was most notably the year of the Covid challenge. The latter half of the year saw the schools facing challenges that no-one could have prepared for, both professionally and personally. Teachers themselves had to learn new ways of teaching remotely whilst continuing to provide the care and support needed to ensure that the students might continue to learn and develop as effectively as possible. I doubt that anyone who was not directly involved with this could fully understand the scale of the challenge. However, from what we have seen, the schools rose to the challenge. Having initially and successfully adopted a crisis management approach, it was not long before the leadership teams proactively took hold of the situation and developed and improved practices so that students in both schools benefitted from the best provision possible, given the circumstances. No-one would suggest that things progressed without hiccups along the way, although support, both academic and pastoral, was provided for the staff and students, with due care to the impact on individuals. VCP and VCJ should be congratulated for this. Despite the impact of Covid, we also saw progress within many of the areas which had been identified as a focus for T&L during 2019-20. With an ongoing overall focus on continuous improvement in Teaching & Learning, the approaches adopted by VCP and VCJ were as follows:

Victoria College Preparatory School

The 2019-20 School Improvement Plan (SIP) specifically reflected the recommendations from the recent Jersey Framework Review (JFR) by utilising the same headings: Achievement; Effectiveness of Teaching; Behaviour, Personal development and Welfare; Leadership and management. This fed down further to newly developed 'Subject Action Plans' (SAPs) for key areas of the curriculum, again with the same headings and monitored by the Headteacher and Deputy Headteacher. This approach ensures that there is a shared understanding of direction throughout the school. In order to sustain momentum and provide an ongoing clarity of focus, Continuing Professional Development (CPD) is provided through regular staff meetings, with expertise from within the school and external providers where appropriate, promoting Middle Leadership development.

Victoria College

The stated aim for teachers in the College for 2019 -20 was 'To teach the best lessons in Jersey'. In order to have the best chance of achieving this, it would need to be underpinned by: a clearly planned curriculum; ongoing CPD focused on continuous improvement; students who are passionate about learning; a culture of trying new ideas and methods; students who meet or exceed expectations. Departmental evaluation within the four areas of: Teaching & Learning, Student Engagement and Experience, Public Exam results, and progress of targeted groups, is monitored by Senior Leaders against self-defined success criteria. A personalised approach to staff development is adopted and linked with appraisals. Funding is provided for individuals to further their own personal professional development which can be accessed both on and off island where appropriate.

At VCJ, initial findings from the first stage of the Curriculum Review highlighted CPD, KS3 Curriculum, the reporting process and co-curricular provision as areas for attention. There have already been positive developments in all four areas during the year. Congratulations were in order for VCJ's A level results, achieving an 'ALPS 2019 Certificate of Outstanding Progress'.

VCP have successfully introduced Parent Forums, so improving communication between parents and the school; VCJ are looking to see whether something similar could be introduced at the College too.

Collaboration between VCJ, VCP, JCG and JCP is ongoing and an annual submission of progress was presented to the full Board of Governors at the end of the year. The Committee also attended to its regular items throughout the year such as ratifying the relevant policy documents and receiving feedback on the progress tracker, amongst others.

K Slater

Chair, Teaching and Learning Sub-Committee

Safeguarding

The Safeguarding Sub-Committee was formed in 2016 and is now well established, meeting every term to discuss many areas related to safeguarding and well-being.

We have been working on improving the data pack provided at every meeting and have recently included e-safety data. Staff work hard to compile comprehensive data, including numbers of pupils requiring external agency support, numbers receiving mental health support, numbers on the SEN register, attendance data and bullying data. Reviewing the data offers valuable insight into trends and enables support and challenge in order to try and improve overall well-being within the schools. We thank the staff for their hard work in providing and reflecting on this useful data.

Mark Godel (Vice-Chair) and Deryn Doyle (Chair) met with George Lumley at VCP to learn about the new counter-bullying policy, which involves trying to understand what is driving the bullying behaviour and focussing interventions on preventing the bullying behaviour. We look forward to the policy being implemented in due course.

Last year Mark Godel, Deryn Doyle and Richard Bidmead (Teaching and Learning Sub-Committee member) performed a Governor visit to learn more about SEN at College. They met with Sue Watkins and Orla Priestley and had the opportunity to discuss SEN provision in greater detail. There will be a visit to VCP to meet with Chris Jones to discuss SEN provision and his role.

Next year we plan to review site access for those with disabilities and are aware that neither site has facilities to accommodate disability.

To complement work done last year following a Governor visit on rewards and sanctions, we plan to attend School Council meetings to canvass opinion on the current rewards and sanctions. We will also take this opportunity to speak with pupils about any other aspects of well-being or safeguarding they would like us to consider in our meetings and visits.

We congratulate the school for obtaining Bronze status under the UNICEF Rights Respecting Schools initiative and look forward to viewing the work being carried out to achieve Silver and Gold awards.

We continue to monitor the comprehensive safeguarding action plan developed for Victoria College and to work closely with Assistant Head Pastoral, Mark Gosling, to help monitor and discuss the implementation of the Strategic Plan. We regularly review progress made following feedback from the Independent Schools Inspection.

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.

D Doyle
Chair, Safeguarding Sub-Committee

Marketing

Appointments

- Claire Rowland joined the Marketing Team in November 2019 as Director of Marketing, Communications and Foundation.
- Debbie Dargie joined the Marketing Team in March 2020 as Marketing, Communications and Foundation Assistant.
- David Vieira joined as the Marketing Governor in the Spring of 2020. David brings with him a wealth of marketing knowledge and experience, having worked for JT Global, Jersey Finance and currently as Chief Communications Officer at JTC Group.

Challenges of 2020 – Covid-19

There has been a considerable amount of repurposing of marketing activities due to the pandemic. Assemblies, tours and information evenings have all had to move online – which has required the help of the Marketing team. Planned external events have not been able to go ahead as hoped but 3 events have been moved to 2021 and 2022.

Old Victorians Association (OVA)/Foundation

CR has been working with Oli Hughes (President of the OVA) and a number of OV volunteers to rebuild the OVA database following work with Huw Thomas at Carey Olsen to ensure compliance with GDPR. CR and Paul Willing, Chair of the Victoria College Foundation, have been brainstorming ways in which the Foundation can focus on fundraising in 2021/2022. Marketing Assistant Debbie Dargie has worked on gathering OVA stories, news and events to pull together the first of a new wave of Foundation Newsletters. This is due to be sent out to OVs once the database project been completed, hopefully in early 2021. Oli Hughes had planned a few summer events for the OVA in 2020 which, sadly, were unable to go ahead. These included a summer BBQ and a summer rugby/cricket/football fayre. Plans to carry out these event have been moved to July 2021.

Brand refresh rolled out

The newly refreshed VC brand has been rolled out across both schools. The branding has been used on external marketing documents and touch points, social media channels, internal signage, document templates, digital screens and much more. The brand has been well received. Orchid Design Agency were appointed to create house crests as well. These are now widely circulated and in constant use by the Housemasters.

Website updates

Throughout the year, the website has been maintained and developed. New pages were created to host government communications about Covid-19 to act as an archive for our parents and staff. The website is constantly under review to ensure that a smooth journey is in place for our website users. Our Admissions team proposed the use of a third-party plug-in which will allow prospective families to register through the website, the information from which will then feed into SIMS directly, significantly reducing paperwork for the Admissions team. This project is still under consideration.

Press Coverage

As efforts to celebrate the Liberation 75 anniversary were cancelled due to Covid-19 restrictions, the Marketing team pulled together a charity fundraiser for all students, staff and OV's. #Challenge75 asked participants to challenge themselves against the number 75 in any way they could. The Challenge was well received and many students and staff across both schools participated as well as several OV's. The campaign raised over £10,000 which was split equally between Jersey Hospice Care and Age Concern Jersey.

As part of the Year 12 enrichment assemblies programme, VCJ welcomed Jersey Dairy into school to talk about 'The Jersey Cow and her Importance to the Island'. The presentation consisted of a talk from local farmer Andrew Le Gallais and then a special visit from two of his herd. The JEP attended this event, and the write up appeared in the paper a few days later.

Our exam results were covered in the JEP's feature in the summer of 2020. It was an extraordinary year for exams following the cancellation of the exam series for Years 11 and 13 in favour of centre assessed grades. However, our exam results were very strong and rightly reflected the hard work and dedication shown by our students towards their academic subjects.

C Rowland

Head of Marketing, Foundation Support & Communications



Joint Working Party on Collaboration

The Joint Working Party (JWP) was set up to look at collaboration between VCJ and JCG. The JWP comprised 3 sub-groups: the Deputy Heads of VCJ and JCG; the Deputy Heads of VCP and JCP and the Bursars from both Colleges. Two Governor representatives were also in attendance from each College at the initial meetings. The JWP met 4 times during the academic year 2018-2019 with the aim of working together for the mutual benefit of both Colleges, specifically in terms of ensuring the best possible provision for all students. The remit of the JWP was to meet for one year after which it was decided that, as collaboration was an ongoing process, the 3 sub-groups should continue to meet with an annual report to their respective Board of Governors each summer.

The summary of this ongoing collaboration for 2019-2020 was as follows:

Deputy Headmaster/Vice Principal, VCJ and JCG

- Weekly meetings between the Deputy Head, VCJ and Vice Principal, JCG.
- Launch of inter-school departmental meetings, to facilitate discussions on best practice and resource sharing.
- Both schools part of new 'Jersey Schools Learning Partnership' – focusing on student and staff development through shared resourcing.
- Joint Learning Conference 14 February 2020 – focused on professional development and run 'in house' with volunteers from both schools across both sites.
- Consortium schools shared A level options – Drama, French, Spanish, Media, Music, Economics, Psychology.
- Regular Heads of Sixth Form meetings to ensure best possible co-ordination across Key Stage 5.
- Events such as inter-school debating competition and Geography Association Worldwide Quiz in Key Stages 3 and 4.
- Regular liaison between schools on recent coronavirus planning

Deputy Headteachers, VCP and JCP

- Regular meetings with the Head and Deputy Head of JCP and the Head and Deputy Head of VCP throughout the year. Co-ordinated approach to various external issues taken.
- Year 2 – Year 3 transition. Academic and pastoral handover of information, identification of key pupils, and continued dialogue throughout the year to support pupils from JCP. In the Summer term 2020, Year 3 staff at VCJ provided Year 2 JCP boys with remote learning activities and videos to help them feel settled about joining VCP in September.
- Remote Learning and Coronavirus co-ordinated approach where possible, sharing of good practice, essential worker's children provision.
- Shared staff INSET – Jersey's Children First training day.
- Shared staff meetings – time provided for year group teachers and subject leaders to work together in developing planning and sharing good practice. Year groups worked together across the two schools where there was teaching of the same topics/areas of the curriculum.
- Continued social events for pupils such as the Year 5 and Year 6 school disco – organised by the PTA's of both schools.

Bursars, VCJ and JCG

The Bursars do not have a regular scheduled meeting, however they discuss various matters of common interest as the need arises:

- Bursaries – to ensure that the process and award criteria remain in line – this now includes Covid-19 support.
- Budget matters with specific reference to the relationship with Treasury and CYPES.
- Debtors with specific reference to the impact of school closures due to strike action in 2019 and Covid-19.
- Premises and site management.
- Support team management.

There is usually an all Channel Islands bursars' conference each summer, however, this was postponed until 2021.

Kathryn Slater
Chair, Joint Working Party on Collaboration



Victoria College Preparatory School staff

September 2019 to August 2020

Headteacher Dan Pateman

Deputy Headteacher George Lumley

Class Teachers

Julia Bannister Year 3 Teacher & DT Subject Leader to December 2019
 Wendy Pateman Year 3 Teacher & Science Subject Leader, SLT to December 2019
 Sam Fisher Year 3 Teacher & ICT Subject Leader (to December 2019), SLT from January 2020

Simone Le Feuvre Year 4 Teacher & Art Display Subject Leader
 Kelsey Rowland Year 4 Teacher, SLT from January 2020
 Justine Blackstone Year 4 Teacher

Karen Bull Year 5 Teacher & Humanities Subject Leader
 Caroline Finch Year 5 Teacher & SMSC Leader, SLT from January 2020
 Jenny McCarthy Year 5 Teacher

Alison Hart Year 6 Teacher & Maths Subject Leader
 Alexina Hossard Year 6 Teacher & English and French Subject Leader & SLT
 Henry Job Year 6 Teacher & ICT Subject Leader (from January 2020)

Ben Silva PE Teacher
 Robyn Lezala Teacher of Music & Maths Teacher
 Justine Blackstone French Teacher
 Emma Ecobichon Maths Teacher
 Chris Jones Year 4 Teacher & Educational Needs Co-ordinator

Support Staff

Katharine Illing Admissions & School Secretary
 Wendy Gorvel Finance & School Secretary
 Kelly Paterson Administration & Lunchtime Assistant
 Carlos Perestrelo School Caretaker
 David Eglington Walking Bus Support
 Fi Daniels Wellbeing Support
 Sarah Brooke Learning Support Assistant & Breakfast Club Co-ordinator
 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
 Beverley Mason Learning Support Assistant

Victoria College staff

September 2019 to August 2020

Headmaster Alun D Watkins

Deputy Headmaster Gareth Hughes (Teacher of Geography)

Senior Leadership Team

Carolyn Ferguson Bursar
 Mark Gosling Assistant Head Pastoral, Teacher of History
 Patrick Crossley Assistant Head Academic, Teacher of RE

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
 Gabrielle Armstrong Head of Design Technology (Left in Feb 2020)
 Keith Baker Teacher of Physics
 Lee Batchford Head of PSHE, Acting Head of DT (from June 2019)
 Miranda Blackmore Teacher of Geography
 Gareth Bloor Head of RE
 May Brennand Head of Mathematics
 Jacky Bryan Academic Head of Year 8, Teacher of English, Head of Student Wellbeing
 Brendan Carolan Head of Key Stage 4, Head of Social Sciences
 Samuel Coe Dunlop Housemaster, Teacher of Chemistry
 Steven Cooke Head of Physics
 David Cox Diarmid Housemaster, Teacher of Biology
 Joseph Crill Bruce Housemaster, Teacher of P.E.
 Lisa De Gruchy Head of Business Studies & Co-ordinator of Trident (started April 2020)
 Nicole Edgecombe Teacher of French/Spanish
 Elise Falla Teacher of English, Co-ordinator of Student Development (from Sept 2019)
 William Gorman Victorian Magazine Editor, Teacher of English
 Sam Habin Second in PE
 Cristina Herrera-Martin Teacher of French/Spanish
 Ria Hill Teacher of Drama
 Rachel Kemp Teacher of English
 Angela Matthews Data/Reporting Manager, Teacher of Mathematics
 Vanessa McGrath Teacher of Mathematics (from Jan 2019)
 David McNally Assistant Exams Officer, Teacher of Mathematics (left August 2020)
 Denise Montgomery Head of Economics & Business Studies
 Rebecca Moon Teacher of Biology
 Francis Murton Director of Music
 Lucy Ogg Academic Head of Year 7, Head of Theatre Studies, Head of Transition
 Aaron O'Hare Student Business Challenge, Acting Head of Geography, Duke of Edinburgh
 Ozzy Parkes Head of ICT
 Monica Perestrello Head of Modern Foreign Languages
 Richard Picot Rewards & Celebrations, Teacher of P.E
 Orla Priestley SENCO, Teacher of Mathematics
 Majella Raindle Teacher of Mathematics
 Jefferson Randles Head of Art & Display
 Jane Richardson Head of Biology
 Matthew Richardson Teacher of RE & Humanities

Anna Robinson	Second in English
Andrew Royle	Sartorius Housemaster, Teacher of P.E.
Helen Ryan	Head of Photography, Teacher of Art
Matthew Smith	Director of Sport
Thomas Smith	Braithwaite Housemaster, Teacher of Physics
Olivia Varney	Deputy Head of Sixth Form, Teacher of English
Valerie Videt	Second in MFL, Teacher of French
Bram Wanrooij	Head of History (from Jan 2020)
Adam Warburton	Head of Drama & Theatre Studies (from April 2020)
Sue Watkins	Head of Inclusion, Teacher of Humanities
Matthew Widdop	Head of Chemistry
Carys Williams	Teacher of Maths

Part-Time Teaching Staff

Julia Arnett	Teacher of Music (supply)
Jennifer Bridge	Teacher of RE (supply)
Kelly Horswell	Teacher of MFL (from Jan 20)
Jodi Fowler	Teacher of Design Technology (supply)
Robert Gibbons	Teacher of Design Technology (supply)
Michel Morel	Teacher of Chemistry
Lena Oliveira	Teacher of French/Spanish (supply)
Rachel Smith	Teacher of History
Deirdre Twomey	Trident Coordinator, Teacher of Business Studies (left February 2020)

Teaching Assistants

Liza Choudhury	Teaching Assistant, English
Sophie Harris	Teaching Assistant, French
Inma Reakes	Teaching Assistant, Spanish

Associate Staff (Educational, Technical and Support)

Simon Barnett	Site Manager
Richard Caldeira	Technician (Design and Art)
Marilyn Cox	Finance Assistant
Isabelle Cunningham	Data, Admissions & Fees Administrator
Debbie Dargie	Foundation & Development Assistant (from March 2020)
Matthew Donoghue	School Counsellor
Kylie Dufty	School Secretary (left in October 2019)
Lee Evans	Laboratory Technician (from April 2020)
Carolyn Ferguson	Bursar
John-Paul Fidrmuc	Combined Cadet Force School Staff Instructor
John Foster	Senior Laboratory Technician (retired December 2019)
Trezinha Gosselin	Attendance Officer
Suzanne Job	Sixth Form Admin, Careers and PSHE
Yenni Kusumo	Foundation & Development Assistant (left December 2019)
Tracey Le Jehan	School Secretary (from February 2020)
Kathy Livingstone	Cleaner
Adam May	Caretaker
Vivienna Madden	Reprographics & Admin Assistant (September 2019 – July 2020)
Phillip Mouazan	Science Laboratory Technician
Emily Oldridge	Headmaster's PA and Clerk to the Board of Governors
Stephen Purdie	Caretaker
Michelle Ritchie	School Business Manager
Claire Rowland	Head of Marketing and Foundation
Liz Smith	Examinations Officer
James Wooldridge	Librarian

Curriculum

Victoria College Preparatory School

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



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

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

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

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

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

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

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



Victoria College

Victoria College 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.



2019-20 saw the introduction of a bespoke PSHE lesson throughout Y7-9 as part of the usual timetable, as well as the introduction of Computing to the Y8 curriculum. This year has also seen a number of ongoing conversations around reviewing our curriculum to ensure it best matches our College aims with plans to introduce changes

Boys make their GCSE options choices in February of Year 9, with most courses beginning at the start of Year 10. At GCSE, boys follow a core curriculum of English Language & Literature, Maths, RE, a Modern Foreign Language and at least two Sciences studied separately. They then select a further three

optional subjects. Boys 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, boys select 3 subjects to study over two years. 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.

Departments have been increasingly using the descriptors of outstanding teaching from the Jersey Schools Review Framework to reflect on their practise and these are now firmly embedded within the annual review and evaluation of departments.

The main areas of focus for 2019-20 within Departments were Improving Teaching & Learning, Student Engagement & Experience, Public Examination results, Progress of targeted group; each department devised their own targets around these areas.



A big challenge to overcome in 2019-20 was the March lockdown, remote learning and the process by which public exam grades were awarded. Victoria College now has a fully integrated remote learning platform, invested heavily in staff laptops, put into action and completed a recovery curriculum and oversaw a successful process for awarding GCSE and A level grades.

School roll and attendance

Victoria College Preparatory School

The roll stood at 280 at the end of the academic year. Overall attendance for VCP remained very high at 98%.

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

Victoria College

The roll stood at 659 at the end of the academic year. There were 309 boys in Years 7 to 9; 193 boys in Years 10 and 11 and 157 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 ongoing training and development of the role of the Attendance officer has played a significant part in the co-ordination of daily information and the cascading of data to the relevant staff within the school. The tracking and monitoring of attendance is crucial in ensuring the students' academic progress together with the monitoring of their welfare and social and emotional needs. 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 Education Welfare Officer (EWO).

The SIMS parent app has been a game changer with parents now receiving daily information regarding their son's punctuality to school and his attendance levels. Parents receive information via the app at around 5:00 pm every day and it has empowered them to have conversations with their children and stress the importance of punctuality. At the same time, we use data charts which clearly indicate the impact on academic attainment and progress due to repeated school absence.

Bursary Support and Staff/Student Ratios

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

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



Standards of behaviour

Victoria College Preparatory School

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

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



Victoria College

Victoria College has faced a challenging year in 2019 – 2020 with the impact of the COVID pandemic from March 2020 onwards. However, staff and students have responded to these challenges positively and have been incredibly resilient. Students have continued to be supported throughout this period and the pastoral systems, structures and staff responded effectively to ensure students were supported.

Victoria College as in previous years remains committed to the aim of continuous improvement and promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained. The key school values of being Respectful, Resourceful, Resilient and Aspirational continue to be promoted with students and staff. High behavioural expectations continue to be maintained whether that be in terms of online behaviour or within school. The behaviour of a very high percentage of our students continues to be exemplary. Mr Gosling continued to monitor online behaviour within school via Impero and Lightspeed.

Victoria College has undergone 4 different inspections in 2013 (Independent Adviser), 2016 (Safeguarding Review in conjunction with the Education department based on Ofsted requirements), 2017 (Independent School Inspection) and 2018 (pilot Jersey Framework Review). The reviews confirmed that Victoria College in terms of safeguarding passed both national and Jersey based requirements. However, as a school we continue to develop and review our systems and training to ensure high levels of behaviour and safeguarding are maintained.

Pastoral policies continue to be reviewed annually including the Safeguarding, Positive Behaviour, Anti-Bullying and Child Protection policies. Mark Gosling, the Designated Safeguarding Lead, continues to liaise directly with the School Professional Partner Rachel Baxter. Mr Gosling also works closely with the Deputy Designated Safeguarding Lead Dr Hughes to ensure we maintain and continue to make progress in Safeguarding and Behaviour.

The pastoral team continued to meet on a weekly basis throughout 2019-2020. A registration slot has successfully been integrated into the school day 8.25am to 8.35am. This has allowed tutors to carry out well-being checks at the start of the school day. Furthermore, a dedicated PSHE lesson has been successfully embedded into the timetable for Key Stage 3.

The Study Centre and Inclusion Co-ordinator (Mrs S Watkins) have continued to support students in the academic year 2019-2020 and continued to work closely with Housemasters and the Senior Leadership Team. The Study Centre has also continued to perform a key role in the expansion and development of the Peer Mentor system during the year. Additionally, the School Inclusion Co-ordinator has continued to liaise with the School Anti-Bullying Ambassadors as part of the school strategy to reduce bullying incidents and laid the foundations of the Jersey wide 'Counter Bullying' strategy which was rolled out in the school from September 2020 onwards.

The School Counsellor is available for three whole school days per week and performed a key role in supporting more vulnerable students during the periods of lockdown. Furthermore, Mrs Watkins and Mrs Priestley (ENCO) also performed key roles supporting vulnerable students and communicating with their parents. The School Counsellor and Study Centre also work closely with the Housemasters in terms of supporting students and monitoring behaviour.

The Safeguarding Sub-Committee continued to meet throughout the academic year 2019-2020 whether in person or online via Teams. Data continued to be collected throughout the year on key pastoral issues such as behaviour, bullying and exclusions which supported the development of key strategies to reduce such issues to a minimum and promote the well-being of our students. The Sub-Committee continues to serve as a very useful body to review safeguarding and behaviour issues which impact on the College. Deryn Doyle continues to chair these meetings and liaises with Mark Gosling on various safeguarding issues and procedures.

The Senior Management Team continue to support different departments during the school week to promote positive behaviour and effective learning. Moreover, generating a climate in which pupils understand the standards of behaviour required in school and the importance of mutual respect. The school rewards system managed by Mr Picot continues to support and promote positive behaviour and parents are updated daily when reward points have been issued to students. Mark Gosling monitored behaviour and standards during the academic year 2019-2020 and will continue to do so going forward in the academic year 2020-2021. He reports on a weekly basis to the Senior Leadership Team on key behaviour and child protection issues.

Examination results

Victoria College Preparatory School

End of Year Teacher judgement suggests that levels of academic achievement at VCP remain very high:

Reading	100% of Year 6 pupils achieved Secure or Secure+
Writing	100% of Year 6 pupils achieved Secure or Secure+
Maths	99% of Year 6 pupils achieved Secure or Secure+

Victoria College

The academic year 2019-2020 was unique for public examinations. After Centre Assessed Grades, Victoria College achieved its best ever overall results at GCSE. Amongst the standout figures, the following are worthy of note;

GCSE

- 39.6% Grades 8 & 9
- 66.5% Grades 7-9
- Value added of +1.2

At A Level, the headline grades returned to levels pre the highs of 2017 and 2018.

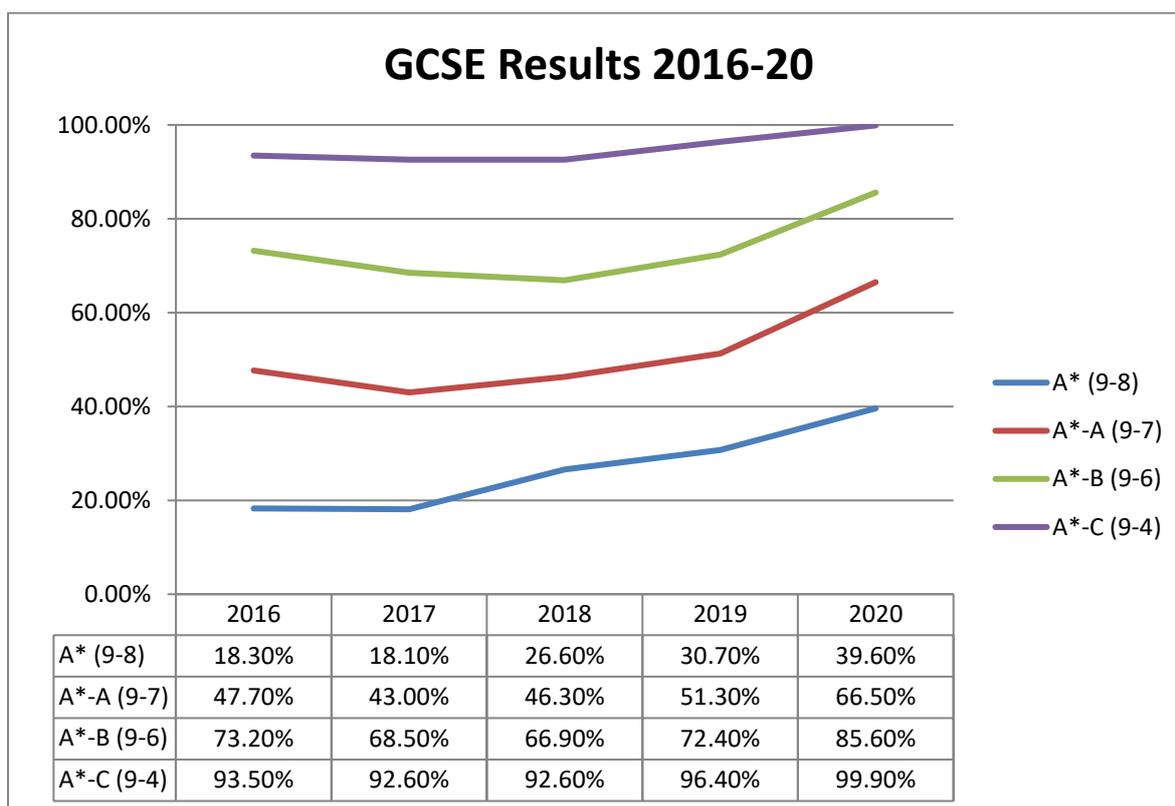
- 53.88% A*-A
- 97.41% A* to C
- Three Year ALPS T score of 2. Top 10% nationally

A note on producing Centre Assessed Grades

After the cancellation of UK Public Examinations, schools were told to produce Centre Assessed Grades (CAGs) for their students; "the grade the student would most likely have achieved if the exams had gone ahead as normal". Schools decided their own systems for scrutinising and signing off these grades, but below is the process VCJ followed.

1. Heads of Departments emailed with detailed overview and step by step actions – 23rd April
2. Each HoDs provided with pivot tables comparing past mock to public examination grades, as well as the residual change from mocks to public examination grades
3. Teachers met in Departments to decide GCSE and A level grades for their students. As well as the information included below, teachers used departmental marksheets, knowledge of pupils, awareness of course changes, awareness of staffing changes and professional judgement
4. Deadline for completing live spreadsheets – 1st May
5. HoDs meeting for final queries and questions – 5th May
6. HoDs and their departments then met to rank the students
7. Meetings with all individual HoDs, Assistant Head Academic and Headmaster to scrutinise and ask questions of grades before submission in June.

GCSE results



This year, the College again recorded its highest percentage of the top grades (A*/8&9) since 2010.

This is the year of the CAG, but all Heads of Department were disappointed that these boys didn't have the chance to sit their GCSEs proper, and show what they could do.

99 boys sat 1004 GCSEs. The expectation is that boys sit 10 GCSEs, with the option to sit an additional option (due to Express Set Science) and Additional Maths. Sometimes boys and their parents elect to drop subjects, although this is discouraged as far as possible before the mocks in January of Y11. Reasons for these requests are normally one of the following; devote extra time to English, Maths or a desired A level subject, SEN information and Educational Psychologists' advice, or wellbeing. The request is dealt with in the first instance by Brendan Carolan (Academic Head of Y10&11) or Patrick Crossley (Assistant Head Academic) before final approval by the Headmaster.

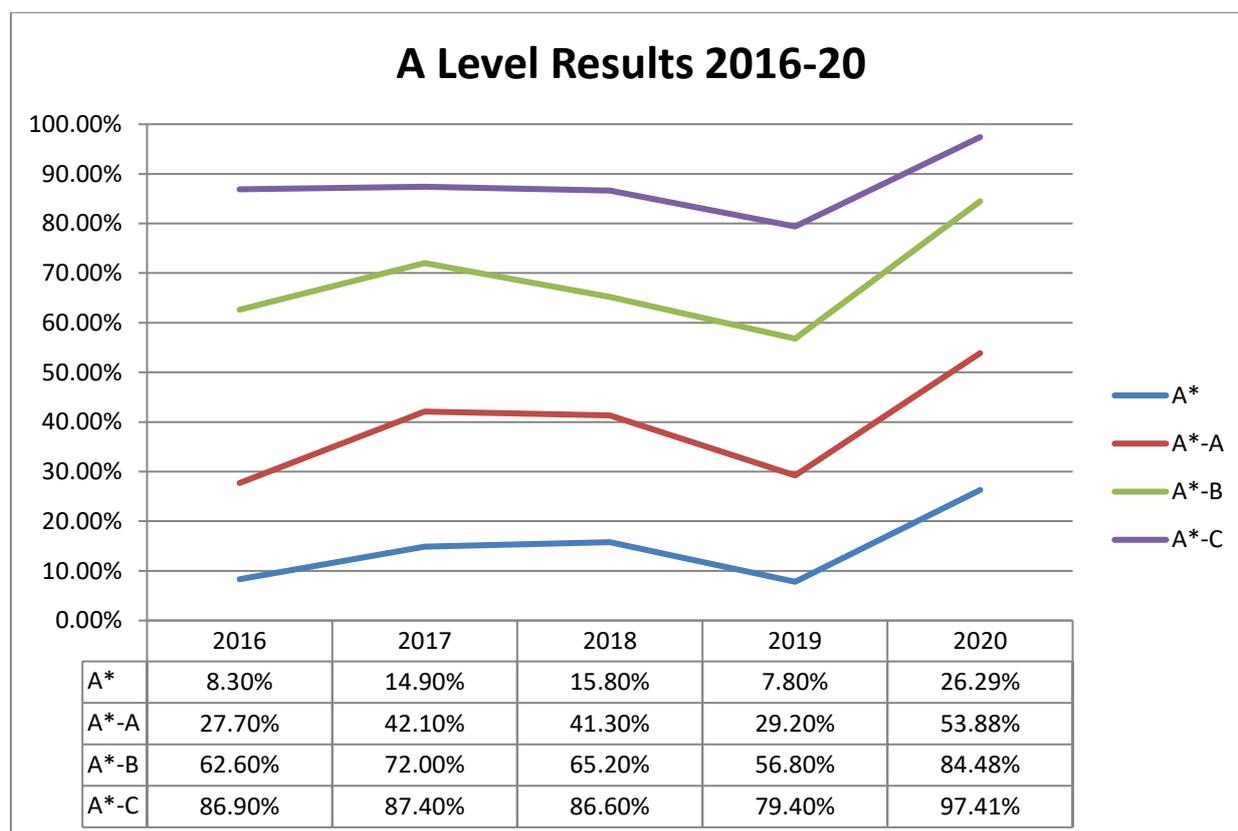
Number of entries	Number of boys
9	21
10	53
11	15
12	10

The average number of GCSEs entered by VCJ boys in Summer 2020 was 10.14.

GCSE Results 2020

Grade	9	8	7	6	5	4	3		Total	% Grade 9	% Grades 8-9	% Grades 7-9	% Grades 6-9	% Grades 5-9	% Grades 4-9
Art and Design	10	7	5	1	2	0	0		25	40.0	68.0	88.0	92.0	100.0	100.0
Biology	19	11	13	17	20	5	0		85	22.4	35.3	50.6	70.6	94.1	100.0
Chemistry	17	15	17	11	10	2	0		72	23.6	44.4	68.1	83.3	97.2	100.0
Comp. Science	6	6	7	19	2	1	0		41	14.6	29.3	46.3	92.7	97.6	100.0
Design and Technology	8	2	16	8	1	2	0		37	21.6	27.0	70.3	91.9	94.6	100.0
Drama	5	11	6	3	1	0	0		26	19.2	61.5	84.6	96.2	100.0	100.0
English Language	5	17	34	29	13	1	0		99	5.1	22.2	56.6	85.9	99.0	100.0
English Literature	9	16	41	22	9	2	0		99	9.1	25.3	66.7	88.9	98.0	100.0
Food Technology	1	5	3	4	1	1	0		15	6.7	40.0	60.0	86.7	93.3	100.0
French	6	8	11	6	23	13	1		68	8.8	20.6	36.8	45.6	79.4	98.5
Further Maths	3	8	14	3	0	0	0		28	10.7	39.3	89.3	100.0	100.0	100.0
Geography	18	12	17	6	3	1	0		57	31.6	52.6	82.5	93.0	98.2	100.0
History	25	9	8	3	1	0	0		46	54.3	73.9	91.3	97.8	100.0	100.0
Maths	14	18	31	23	9	4	0		99	14.1	32.3	63.6	86.9	96.0	100.0
Music Studies	0	1	2	1	0	0	0		4	0.0	25.0	75.0	100.0	100.0	100.0
Physics GCSE	19	17	13	4	3	0	0		56	33.9	64.3	87.5	94.6	100.0	100.0
Religious Studies (Long Course)	2	2	0	0	0	0	0		4	50.0	100.0	100.0	100.0	100.0	100.0
Religious Studies (Short Course)	17	23	24	21	10	0	0		95	17.9	42.1	67.4	89.5	100.0	100.0
Spanish	3	5	3	2	3	1	0		17	17.6	47.1	64.7	76.5	94.1	100.0
Sports Studies	10	8	5	8	0	0	0		31	32.3	58.1	74.2	100.0	100.0	100.0
Totals	197	201	270	191	111	33	1		1004	19.6	39.6	66.5	85.6	96.6	99.9

A level results



As with GCSEs, the A level results were the strongest the school has had. Heads of Department were again disappointed that this cohort didn't have the chance to sit their exams. This cohort, when taking their GCSEs, scored the College's highest GCSE figures at the time. This is reflected in the ALPS Strategic Overview.

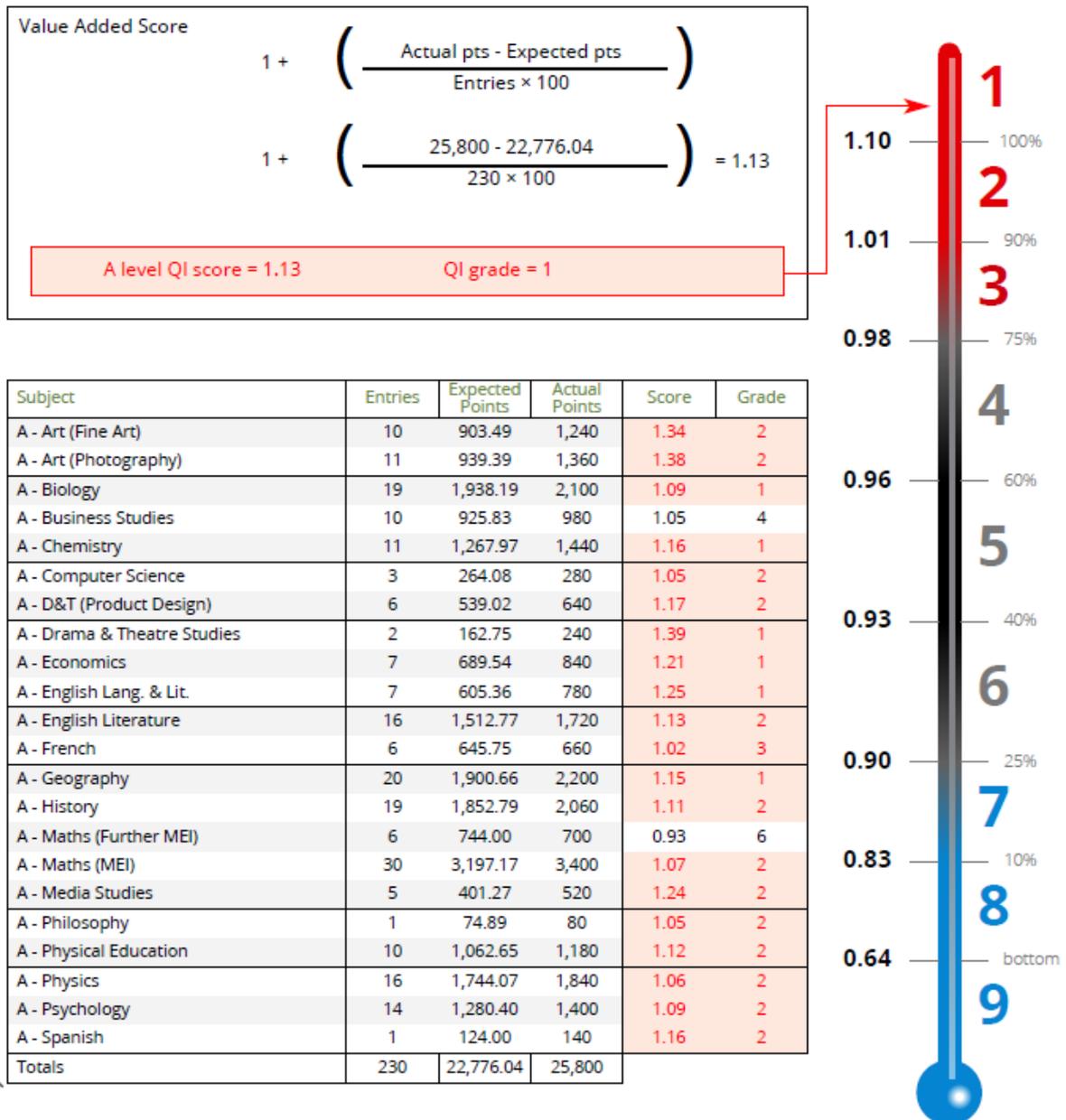
A level Results 2020

	A*	A	B	C	D	E	U	Total	A*	A*-A	A*-B	A*-C	ALPS	3 Yr ALPS
Art and Design Photography	5	3	3	0	0	0	0	11	45.45	72.73	100	100	2	2
Biology	3	7	6	3	0	0	0	19	15.79	52.63	84.21	100	1	3
Business Studies	1	1	4	4	0	0	0	10	10	20	60	100	4	4.25
Chemistry	7	3	1	0	0	0	0	11	63.64	90.91	100	100	1	1
Computer Studies/Computing	0	1	1	0	1	0	0	3	0	33.33	66.67	66.67	2	4
D&T Product Design	1	1	4	1	0	0	0	7	14.29	28.57	85.71	100	2	4
Drama	0	2	0	0	0	0	0	2	0	100	100	100	1	2.75
Economics	2	3	2	0	0	0	0	7	28.57	71.43	100	100	1	3.25
English Language & Literature	1	3	2	1	0	0	0	7	14.29	57.14	85.71	100	1	2.66
English Literature	1	4	11	0	0	0	0	16	6.25	31.25	100	100	2	3.5
Fine Art	3	6	1	0	0	0	0	10	30	90	100	100	2	3.75
French	3	0	1	1	1	0	0	6	50	50	66.67	83.33	3	4
Geography	3	7	7	3	0	0	0	20	15	50	85	100	1	2.5
History	3	7	6	4	0	0	0	20	15	50	80	100	2	2.25
Philosophy	0	0	0	1	0	0	0	1	0	0	0	100	2	4.25
Mathematics	14	4	5	5	1	1	0	30	46.67	60	76.67	93.33	2	3.75
Mathematics Further	2	1	3	0	0	0	0	6	33.33	50	100	100	6	6.5
Media Film and TV Studies	1	0	3	1	0	0	0	5	20	20	80	100	2	3.5
Physics	5	4	5	2	0	0	0	16	31.25	56.25	87.5	100	2	2.25
Psychology	2	4	2	4	2	0	0	14	14.29	42.86	57.14	85.71	2	5
Spanish	1	0	0	0	0	0	0	1	100	100	100	100	2	5
Sport/PE Studies	3	3	4	0	0	0	0	10	30	60	100	100	2	3
Number	61	64	71	30	5	1	0	232	26.29	53.88	84.48	97.41		

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

It has been another fantastic (if unusual) year for music at VCP. Each week, we have seen 117 peripatetic music lessons throughout the school and 121 music club members. We have introduced the Keyboard Club and hope to continue it next year along with our Ukulele Club, Junior Choir, Senior Choir and Orchestra.

In December, we enjoyed our annual Christmas Service at St Helier Methodist Centre. The boys sang beautifully with performances from Year 3, Junior Choir, Senior Choir as well as whole school songs. We were also invited to sing in the Royal Square for the Soup Kitchen which was a rewarding and uplifting experience.

This year saw the introduction of Music Captains who have helped with organising music events, running clubs and passing on important information to their Houses, as well as compering Senior House Music. The Music department would like to thank Morgan Surcouf, Ethan Rollo, Henry Lucas, Robbie Tieppo and Ethan Hernandez – with additional thanks to Toby Stott who has also been so helpful to the department this year.



A highlight, as always, was our House Music competition. This year saw the launch of our Junior House Music Competition which took place online with our Year 3 and 4 students recording themselves singing or playing an instrument. The competition was judged on the number of entries averaged out across the number of students in each House. Final positions were: 1 - Sartorius, 2 - Diarmid, 3 - Braithwaite & Bruce, 5 - Dunlop. A huge well done to the winners of the Senior House Music Competition for Years 5 and 6 in Drums, Instrumental Solo, Vocal Solo and Ensemble classes. The results were: 1 - Bruce, 2 - Braithwaite, 3 - Sartorius, 4 - Diarmid, 5 - Dunlop.

The boys continued to impress with their online music, produced from home. Home-made instruments, online compositions, lyric writing, home concerts and much more were in evidence. A particular highlight was creating a song with Year 6 about being in lockdown; the boys then sent in recordings of themselves singing. The end product was fantastic and Year 6 should be very proud of their achievements.

Sport

Football

The VCP A-team had already mathematically won the top division in March before the Covid outbreak cut short the final fixtures. We were unfortunately unable to play the final of the cup which meant that another chance of silverware was taken from us. The touring VCP squads won their matches against the various Bedford Schools on their annual tour.



Cross Country

VCP won all the Primary School cross country events in both November and February, keeping up our incredibly proud tradition!

Unfortunately the Covid outbreak meant many sports were not played which was a blow for the older boys in the school.

Creative Arts

We had a fantastic turn out from Year 5 this year for the English, Speech and Drama Eisteddfod. 26 children from the year group entered into the *Betty Massip de Turville voucher (first time ever)* category, where they had to choose a poem (from two set pieces) to perform for the judges. VCP did very well, with 15 boys receiving a Bronze award and 11 taking home Silver certificates. Lowell Martins was recognised as a runner up in the category, bringing home a Silver certificate.

Once again VCP participated in the Handwriting Section of the Spring Festival of Creative Arts, which took place in March. Fifteen Year 6 pupils had their work submitted and displayed. We were delighted that Ethan Hernandez was awarded the Aidan Smith Trophy for the best decorated piece of work in the handwriting section. Four Silver, seven Bronze and four Copper certificates were also awarded.

In March the Creative Art Eisteddfod was held at the RJAHS. The judges were very complimentary about the standard of work entered and particularly liked our Textile and Needlework, which we had entered for the first time. We were awarded the Win Perchard Rose Bowl for Jules Herve's and Ben William's weaving and the Art Committee Cup for Needlework and Textiles for George Griffith's delightful Poppy. We were also awarded the Rose Curry Cup for the critical study of artists.



Nearly sixty pupils from Year 5 and Year 6 entered the French Eisteddfod which took place at the end of November at the Town Hall and the Jersey Arts Centre; once again the boys were a credit to themselves and to VCP. Twenty-six boys from Year 5 took part in Class 306, competing for the Joan Kennedy Cup for Set Verse. The following certificates were awarded: twenty Gold, four Silver, one Bronze and one Copper. Three pupils competed in the Trophée Ecole Flam Class 353 (for French native speakers), all gaining Gold certificates.

Twenty-six Year 6 boys entered Class 311 this year, competing for the French Consul Shield for Set Verse. Nine pupils, six of them from VCP (Jack Byrne, Oscar Chapman, Dexter Frigot, Hugo Jones, Harry Le Brocq and Morgan Surcouf) were called back to recite their poems for a second time. In the end, Morgan was presented with the shield (as well as being asked to perform in the Festival Gala) and Jack and Harry were declared runners-up. The following certificates were awarded: one Platinum, twenty-four Gold and one Silver.

Outstanding achievements: Victoria College

Community

The Covid-19 pandemic and the period of lockdown that affected us all during the second half of the academic year really brought home the importance of community. Although we couldn't be together in person, we were united in our efforts to support one another, our school, our families and the wider community. We held 'Challenge 75' – a way of celebrating 75 years of the Island's Liberation whilst also raising money for two local charities, Jersey Hospice Care and Age Concern Jersey. We far exceeded our initial target by raising £10,000 and the resilience and creativity of our staff and students at both VCP and VCJ was inspiring.



Our students were actively involved in fundraising and support efforts elsewhere too. Our Year 13 band, 'Olim Rock' reconvened to play for residents of local care homes. Members of our Sixth Form joined forces with JCG to complete a 'Nightingale' run which, generously supported by Saltgate, raised £8,400 for Caring Cooks and Brightly. Particular mention must go to our Head Boy 2019-2020, Sam Moore, who co-organised the Nightingale run, worked at home to produce PPE in support of local health workers, volunteered for Caring Cooks and his local parish and ran 75km in support of Challenge 75.

Throughout the year, we saw tremendous House fundraising efforts continue. Of special note was the Diarmid (Year 12) fundraising event in support of MIND Jersey and Silkworth Lodge Jersey. This incorporated a dress down day, cake sale, gift stall and raffle but the highlight of the day was the lunchtime staff Sumo Wrestling exhibition, refereed and supported by Anthony Crolla, British Lightweight Boxing Champion. We were delighted that he was able to join us for this special event, which he followed with a question and answer session for the boys in the Great Hall where he talked about his sport, his achievements and his own personal experience of mental health issues. Year 12 Diarmid's efforts raised over £2,800 for MIND Jersey and Silkworth Lodge.

Combined Cadet Force

In October, we held our CCF Biennial Review which was a huge success, drawing glowing comments from visiting Reviewing Officer Lt Cdr James Moseley (Royal Navy). His report stated that "the cadets are well motivated and clearly enjoy their activities taking pride in their achievements".

We were delighted that two of our cadets, Myles Willcox and Finn Simpson-Cohen, were selected to be Lieutenant-Governors' cadets this year – a tremendous honour.

Our RAF section team enjoyed great success in the finals of the Royal Air Squadron Trophy in February 2020, coming 3rd in the competition and placing 6th out of over 220 sections throughout

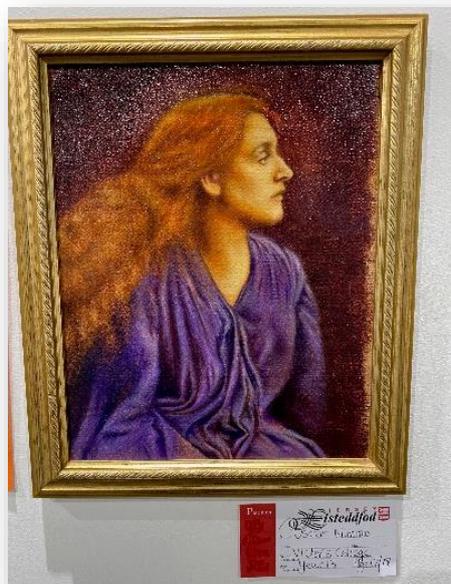


the UK. We were also very fortunate that two of our RAF cadets (Aidan Carroll and Myles Dryland) achieved places on the Air Cadet Flying Scholarship course at Tayside Aviation, Dundee, sponsored by the Royal Air Forces Association. Our congratulations also went to James Swetenham who went on to receive the coveted Army Scholarship which was a huge achievement.

Victoria College has always had an enviable reputation for shooting and this year we were delighted to learn that Tom and Will Mulholland, alongside George Yates, had been selected to represent the 2020 British Cadet Rifle Team (the Athelings) on their summer tour of Canada. Unfortunately, Covid-19 meant that the tour had to be cancelled, as did the annual schools' shooting competition at Bisley. The boys have, however, been formally recognised as Athelings and their names have been added to the Honours board.

At the end of the academic year, we said farewell to Mary Norman, our shooting coach, who retired after 21 years of service to shooting at VCJ. She has been part of many successes for our shooting teams and she will be sorely missed. We wish her all the best for the future.

Art and Drama



Art: We were delighted that Oscar Nimmo (Year 13) was awarded the Fred Sands Award in the Jersey Eisteddfod for the best Sixth Form piece. Oscar won the same award the previous year when he was in Year 12. This is an amazing achievement given that all Jersey schools with a Sixth Form participate in this award and there are 90-100 pieces within this category. Sam Morris in Year 13 was awarded top prize for a watercolour drawing/painting in a National Art Competition run by the SAA. This competition has a significant profile; over 4000 entries were submitted and the quality was very high.

House Drama 2019 once again saw the 5 Houses take to the stage for this popular event in the Howard Davies Theatre, performing pieces from a wide range of genres. As ever, the standard was very high with students from each House responsible for selecting their scripts, directing and rehearsing and providing their own scenery and props. The competition was fierce but in the end, it was Braithwaite who walked away with the win for their highly entertaining performance of 'Black Adder Goes Forth'.



Music

2019-2020 saw the launch of the Victoria College Orchestral Challenge. This initiative enabled every Year 7 student to learn an orchestral instrument, taking part in weekly lessons and orchestral rehearsals from week 5 onwards. After only 10 weeks of playing, the boys put on a Challenge Concert, showcasing all they had learned since the start of term. Lockdown in the Spring term saw lessons move online to enable our students to continue to work towards their end of year assessments (similar to Graded music examinations) which reflected the progress they had made throughout the year. More than a third of the boys have opted to continue with the Orchestra Project into Year 8.



The Christmas Concert, with compere Mr Anthony Griffin, brought festive cheer, polished performances and outstanding soloists to the Great Hall. This was followed by the Christmas Carol Service for the whole school at the St Helier Methodist Church with carols accompanied by the choir and brass group – a fitting introduction to the Christmas holidays.

Our annual House Music competition evolved a little this year to include 'play-offs' which earned House points for all our students who put themselves forward to audition for their House. Added to which, all of Year 7 were included in their House choir, ensuring a wide range of ages and abilities in this popular part of the competition. Remarkable performances were seen throughout but it was Bruce who took away the honours as the 38th Annual House Music winners. The Derrick Cup for Best Choir went to Sartorius and the Robinson Cup for greatest contribution to House Music went to Charlie Cadin.

Sport



Prior to the Covid-19 enforced lockdown there was plenty of action on the sports fields of Victoria College and further afield. As ever, the September term started with the football season and our 1st XI were eager to retain the Channel Island U18 title they had won for the last three years. It was a competitive league this year and Hautlieu were eventual champions giving plenty of work for next year's team to do to try to wrestle the title back from their grasp. Elsewhere, our U16B team won the JSSSA cup final against Le Rocquier at Springfield. Our Year 9A were also crowned Channel Island Champions when winning the season ending tournament at

FB Fields. To cap things off nicely they returned from their trip to Guernsey to play Elizabeth College with a 4-3 victory.

Our 1st XI Hockey team, who play in the Jersey Mens Division 1, competed well winning 7 of 15 games, but it is a tough league and the Old Victorians in particular were a very talented and organised side. Their consistency improved as the season progressed and after a third place finish in the league, the season continued into the Senior Cup competition. Here the boys were outstanding, winning 4 out of 5 games but lockdown put paid to the cup final. To add to the boy's frustration our tour to Eindhoven and our annual match with Elizabeth College were both cancelled. Our 2nd XI and Colts teams played in Division 2 of the Jersey Hockey league. They played consistently well, but lack of experience meant that they often ended up on the wrong end of the scoreline. They managed to win their first game and then, against Jersey Vintage who looked destined to win the league, they produced their best performance of the year to draw 2-2 in a match where they were the better side over the 70 minutes. This result also became crucial to the 2nd XI who lost their first game of the season to Jersey Vintage, but then proceeded to win their next 11 games, sweeping all before them. The 7-1 victory over Jersey Vintage put the two sides level on points, but with Vintage having much the better goal difference they were destined to be crowned champions unless someone could unsettle the odds and take points off them. Up stepped those Colts to do exactly that and help crown the 2nd XI champions. A great day for both teams.

Our rugby teams were able to get their season started before the lockdown situation curtailed things and forced the cancellation of all the end of year tournaments. However, there were a couple of weeks with some very heavy rain that led to the postponement of a lot of fixtures. Unfortunately, the 1st XV were only able to play two games this year against local rivals De La Salle and Hautlieu, winning both. Our U16 team won all their games comfortably in preparation for the Lord Jersey tournament, which unfortunately had to be cancelled. At Year 7, 8 and 9 level, there were games against St Michaels and De La Salle to enjoy and a great deal of good rugby was on display from the three schools.

As lockdown began and on-line lessons kicked in, it seemed almost impossible to expect there to be any form of cricket season. However, after 12 weeks of social distancing the JCB were able to create a Covid friendly return to cricket with 4 weeks of the summer term still remaining. Against all odds the 1st XI managed to play 4 games before the school holidays began. We were delighted that the MCC were able to rearrange their annual tour and play us at the back end of summer. This proved to be one of the highlights of the season as the boys chased down 160 to win with opener Patrick Gouge scoring a magnificent unbeaten 102.

Co-curricular



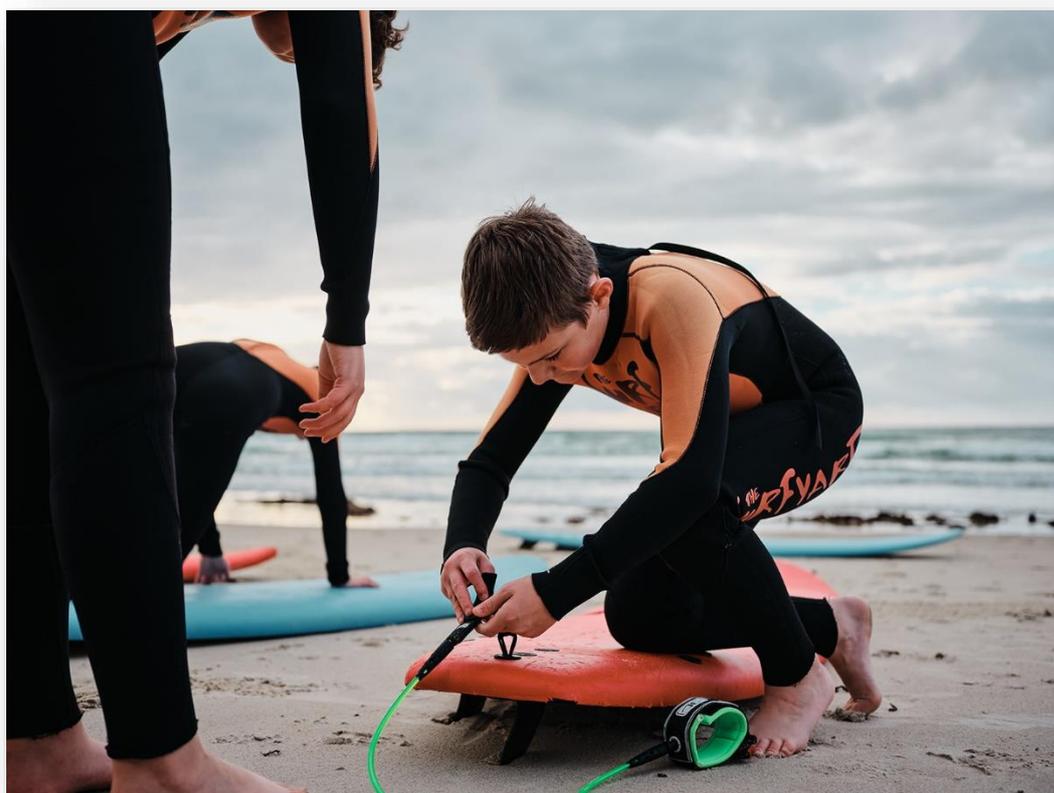
During the academic year 2019-2020, there were a range of co-curricular activities aside from those offered by Music, Drama, Sport and the CCF. Packages including Scuba diving (PADI certificate course), climbing (NICAL Level 1+2 course) and yacht sailing (competent crew course) were offered with some boys using their new skills to go towards their Bronze Duke of Edinburgh Award. Boys were also able to use one lunchtime a week to go to the Longueville Driving Range with a club pro; several of the group have now taken up the sport and are enthusiastic amateur golfers. Thirty-eight of our students took their Bronze Duke of Edinburgh Award challenge and 24 completed their Gold Award.

In school, we started a range of lunchtime clubs in the Learning Resource Centre including chess, Scrabble and cards. Several debate groups and societies also used this space for both Key Stage 3 and 4 groups. Boys joined our IT department to learn how to programme during a weekly lunch period and this culminated in a Key Stage 3 programming competition linked to the Ed Le Quesne STEM trophy. Other academic competitions included our Year 8 and 12 teams winning their respective Jersey heats of the De Putron Challenge, with our Sixth Form boys winning the final against The Grammar School from Guernsey. A huge number of our students took part in the Maths Olympiad competitions this year. We ran the first of our “Big Quiz” events after school where over 80 boys sat in House teams completing a general knowledge and subject quiz: the teams included boys from all year groups with the aim of encouraging inter-year co-operation and teamwork within each House. At the end of the quiz they were all treated to pizza in the Great Hall.



Special mention must go to all our students who took part in the Channel Island Student Business Challenge 2020. Covid-19 once again impacted the usual time our teams would have spent selling their wares – but even so, we were delighted with the effort our boys put into this challenge and our congratulations go to the overall winners, The Gardening Gang.

There were a number of exciting new events planned that were, unfortunately, postponed due to the pandemic. Preparations have continued in the meantime, however, and many are ready to launch as soon as we are able to do so. New initiatives include: a lunchtime and afterschool skateboarding club, a mountain biking club, surf club, dingy sailing and Brazilian soccer. A review of Activity Week is underway, following feedback from student surveys, with an aim to provide more activities offering certified qualifications. We are looking forward to re-engaging with our co-curricular programme as soon as we can to continue to offer our students exciting and engaging opportunities beyond the classroom.



Victoria College Prize Giving 2020

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.

Lockdown, followed by the phased re-opening of the Island's schools, combined with restrictions on the numbers of people being able to gather for events meant that our plans for Prize Giving needed to be put on hold.

We decided to re-organise our Prize Giving for the first week of the new academic year as we were determined to offer our prize winners the recognition they deserved, albeit in different circumstances. On the afternoon of Monday 14 September, we welcomed current students, Year 13 leavers and Old Victorians to the Great Hall. Our CCF prize winners, due to pressure of numbers, were presented with their awards at the annual CCF Awards Ceremony the following day.



With a maximum of 40 people allowed in one room, our prize winners were seated at distanced desks and only three members of staff were present; Mr Alun Watkins (Headmaster), Dr Gareth Hughes (Deputy Head) and Mr Richard Picot (Rewards & Celebrations).

It was a particular pleasure to welcome back our Year 13 leavers whose A level studies, examinations and end-of-school events had been so impacted by the Covid-19 situation. Our outgoing Head Boy, Sam Moore, kindly agreed to be our guest speaker. Sam spoke eloquently about the resilience of students and teachers in the face of challenges posed by Covid-19 and lockdown and the strong sense of community demonstrated by so many in the school during these difficult times. Sam spoke of his own experiences during lockdown and recognised that, even though the pandemic had taken so many things from the school community, he had witnessed many achievements and acts of kindness throughout this period that deserved to be celebrated. It was fitting that such a message should be delivered by a representative of the Year group whose experiences of the end of their school career were like no other.

The Headmaster read citations for each of the major prize winners, with our new Head Boy, Ben Wiseman, offering three cheers (from the doorway) in traditional celebration of the Gold Medal winners for Mathematics, Modern Languages and Science. The afternoon was recorded so that parents could share in their son's success, despite being unable to attend. It may not have been the ceremony we would have liked to be able to offer our prize winners but we were no less proud of their achievements and congratulate every one of them on their success.

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 will also be used to support capital projects to enhance the educational experience of students at both schools.

Patrons & Trustees

As of 30 June 2020, the Patron and Trustees of the Victoria College Foundation (the 'Foundation') were as follows:

Patron:

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

Trustees 2019-2020:

Paul Willing - Chair of the Trustees
Nigel Greenwood - Vice Chair of Trustees and President of the OVA (retired June 2020)
Brian Watt - Chair of the Board of Governors
Alun Watkins - Headmaster of Victoria College
Dan Pateman - Headteacher of Victoria College Preparatory School
Christopher Scholefield
Matthew Sutton
David Lambotte
Yenni Kusumo (retired June 2020)
David Vieira (appointed June 2020)
Oliver Hughes (appointed June 2020)

Retirements

Both Yenni Kusumo and Nigel Greenwood (Vice Chair and outgoing President of the Old Victorians Associatio) stepped down as Trustees at the Foundation meeting on 1 June 2020. Paul Willing expressed his thanks to both for the excellent work they had done in support of the Foundation during their tenure.

Appointments

At their meeting on 1 June 2020, the Trustees were pleased to appoint David Vieira and Oliver Hughes as Trustees with effect from the date of the meeting. Oliver Hughes, by virtue of his position as the new President of the Old Victorian Association, also became Vice Chair of Trustees. Subsequently, the Trustees were also pleased to extend the Term of Office for Brian Watt for a further three years until July 2023.

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 Spring Term 2020, The Foundation considered applications for bursary support for the academic year 2020-2021. 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 9 students.

Victoria College Orchestral Challenge

The Trustees were approached to consider a proposal from the Director of Music to co-fund costs associated with the Orchestral Challenge to maintain this opportunity for students in Years 7, 8 and 9 in the short term whilst longer term funding solutions were sought. The Foundation were pleased to support this initiative in conjunction with the Victoria College Parents' Association.

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 was impacted during 2019-2020 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 over the coming months to be implemented when such pressures may have eased.

OVA

The links between the Foundation and the OVA have remained strong with significant work being undertaken to ensure GDPR compliance for the OVA database, along with the updating and streamlining of information held within it. The Marketing department for the schools continued to provide support for both the Foundation and the OVA as they worked towards enhancing links with OVs and promoting events for the alumni community moving forward.

Charity registration

Throughout the academic year 2019-2020, the Foundation continued to work towards registration with the Jersey Charities Commission. During this time, the Trustees decided that the constitution of the Trust should be re-visited in order to clarify the Foundation's charitable objectives. 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.

Paul Willing

Chair of Trustees, Victoria College Foundation

