

Witchford Village College Profile

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Witchford Village College

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<http://www.witchfordvillagecollege.com>

Local Authority:	Cambridgeshire
Age range:	11-16
Number of pupils:	869
Head teacher:	Mr David Taylor
Chair of governors:	Dr David Hardman

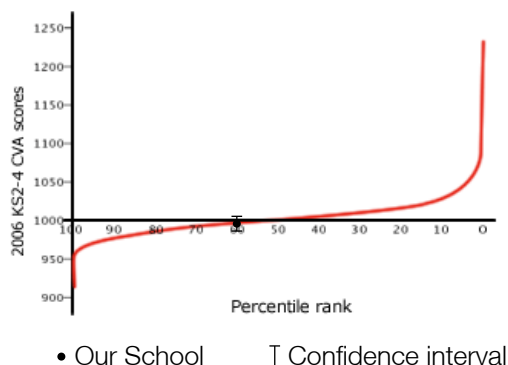
What have been our successes this year?

- Appointment of a new principal
- Best ever GCSE results for the College (63% of students gaining 5A* - C)
- Introduction and implementation of new behaviour policy to reduce low level disruption in lessons, allowing the teacher to teach and students to learn
 - Developed and implemented fully the highly impactful Self Evaluation process to include Departmental SEFs, Departmental Reviews and contributions to the School Development Plan
 - Significant improvements in the provision of ICT facilities available to staff and students. The College has been identified as a flagship by the Local Authority for it's provision
 - Improved Vocational provision for students at Key Stage 4
 - The introduction of a Personalised Preferences procedure for Year 9 students allowing more suitable pathways for Key Stage 4
 - Impact of Sports College on the community e.g. primaries and local community, and upon the College as a whole

What are we trying to improve?

- Results achieved by students at the end of Key Stage 3 in the Core subjects
- Increase the level of intervention strategies put into place for underachieving students
- Review and improve the intervention provision in place for Key Stage 3 students
- Continue to secure permanent teaching staff appointments in all subject areas
- Link Performance Management structure to Professional Development for staff
- Provide further opportunities for student voice to be influential
- Use of strategic planning days for Seniors Managers to develop key ideas and strategies
- Conference Days to be put in place from September 2007 in order to enrich the PSHE curriculum on offer
- Consistently use data in College to inform future planning and track student progress

How much progress do pupils make between 11 and 16?



The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

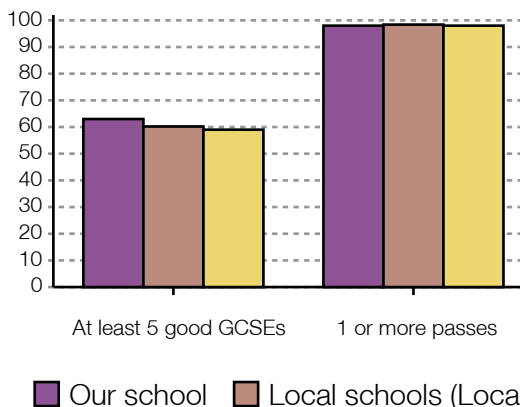
Key Stage 3

At Key Stage 3 results achieved by students are generally good and until 2005/2006 there has been an upward trend in the number of students gaining Level 5 and above in all three core subjects. However, the Contextual Value Added score has fallen in comparison to last year which does reflect a fall in achievement levels. Contextual Value Added has fallen in all three core subjects and is below the National Average for schools of our type. Significant staffing and recruitment issues were responsible for this issue and this has been rectified during the current academic year.

Key Stage 4

There has been a general upward trend in the 5A*-C results achieved by students at the College. In 2005 and 2006 there was a decrease in the number of students gaining 5A*-G grades. This was due to the displacement from the curriculum of a number of students towards the end of Year 11. This should however now increase due to the introduction of more vocational subjects for lower ability students.

How well do our pupils achieve in year 11?

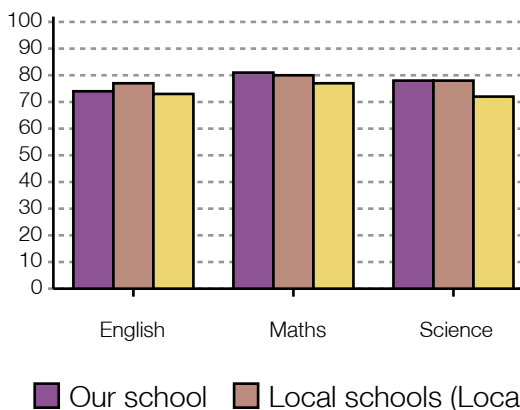


This shows the percentage of pupils (who were 16 years old at the end of the year) who in 2006 achieved 5 or more GCSEs at grades A*-C (or GNVQ equivalent), and one or more GCSEs at grades A*-G (or GNVQ equivalent).

In 2006 students at the College achieved their highest results ever, with 63% of students achieving 5A*-C passes. This is above the National and local average, as is shown in the graph above. Some Departments within the College did significantly better than others e.g. GCSE Art and Design, History, Geography, Languages and BTEC Sport and Exercise Science.

Some students achieved exceptional results in all of their subjects and students with Special Educational Needs were well catered for. Some subject areas did achieve below the expectation but this was due in the main to staffing issues throughout the year.

How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2006. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

As the graph illustrates students at the end of Key Stage 3 achieve above or in line with both local schools and schools nationally in Maths and Science. In English students achieve above the National average for all schools but below the level of other local schools.

The College currently places an emphasis on students who have special Educational Needs and have difficulty reaching Level 5 in order to support their learning. Although this will continue, a greater focus is to be placed on the higher achieving students, level 6 and above, during the forthcoming academic year.

How have our results changed over time?

Key Stage 3

Results in the Core Subjects have fluctuated over the past 4 years with some years showing a significant improvement. Significant staffing issues within Mathematics and English have had an influence upon the end of key stage results which had fallen since the previous year. There were some particularly pleasing Teacher Assessment results within Art and Design, PE and History.

Key Stage 4

At GCSE there is a general upward trend of students gaining 5 A* - C grades. 2006 saw the College achieving its best results ever, following the introduction of the BTEC Sport and Exercise Diploma. Significant staffing issues affected Mathematics, thus reflecting a reduction in results. The English results were significantly above the national Average for schools of our type.

How are we making sure that every child gets teaching to meet their individual needs?

The College has an above average number of traveller students, who achieve particularly well at the end of Key Stage 4 (reflected in Value Added Score).

At Key Stage 4 Personalised Learning has become a particular success with an emphasis being placed upon students receiving individual advice on courses. Pathways allow students access to a more traditional choice of GCSE courses or a more vocational curriculum for students where appropriate.

The Learning Support Department supports the inclusive ethos of the College. Students with a variety of needs are catered for and their specific needs met. The Aspergers Unit based at the College will begin to integrate students into main stream school from September 2007, thus broadening the inclusive aspect of College life.

Student leadership opportunities have been built upon within the Sports College, with a large number of students successfully becoming leaders.

How do we make sure our pupils are healthy, safe and well-supported?

The College was designated as a Sport College in September 2003 and this has led to an increase in the uptake of Sport related OSHL and a general improvement in the fitness and attitude of students.

Students are encouraged through assemblies, PSHE, tutor time and via outside agencies to adopt safe practices.

The vertical House System, introduced in September 2005, has led to family style Tutor groups, allowing the opportunity for peer mentoring and use of older students to assist younger students.

Child Protection is dealt with effectively within College, with a number of designated and trained staff.

The College was recently judged by a Local Authority Audit Team as socially inclusive and catering well for a wide variety of students.

How are we working with parents and the community?

The College offers and promotes a large number of Adult Education opportunities via the Community Education Department. Adults visit the College during the day and in the evenings to participate in a wide range of subjects.

Since designation in September 2003, the College Fitness Suite has been available to both students and members of the general public.

Parents are invited to attend a variety of Parents Meetings and Consultation Evenings throughout the academic year to discuss key issues and activities and pupil progress. Parents are able to communicate directly with Heads of Department, Deans of House and Senior Mangers via email, thus improving levels of communication.

What activities are available to pupils?

Students participate in a wide variety of activities within the College e.g. College productions, Open Evenings, Remembrance Day Service and the role of Duty student in order to enhance their membership in the College.

Specialist Status in 2003, has allowed the increase of OSHL opportunities available to students. This includes sporting related activities in addition to other clubs and study groups. Enrichment visits regularly take place in subject areas e.g. Science Challenge and visits abroad.

A broad and balanced curriculum is made available to all students with enhanced PSHE provision planned from September 2007.

What have pupils told us about the school, and what have we done as a result?

Minutes made at House Council meetings directly reflect the views of students and allow Deans of House and Senior Managers to hear the views of a major stakeholder. As a result of these meetings, ICT provision and toilet facilities within the College have been dramatically improved and enhanced.

The Student Executive (appointed from Year 11 student body) is actively involved within College life e.g. appointment of new principal, leading assemblies, responsible for charity work and Here to Hear programmes. This body of students are able to raise issues directly with the Principal and feedback to fellow students.

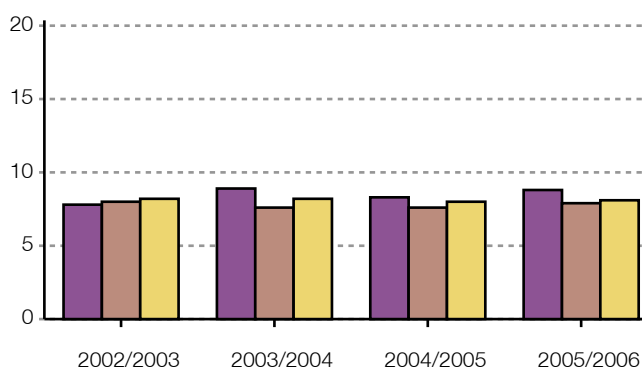
In response to the National Strategy, students have formed an effective anti bullying group, creating and implementing a whole school charter to combat bullying.

How do we make sure all pupils attend their lessons and behave well?

The new Principal has introduced a new behaviour system in order to reduce the amount of low level disruption in lessons, thus allowing students to learn and the teacher to teach. More effective use of planners is also taking place to allow positive feedback to be recorded more readily by students. This has created a stable working environment for students.

The College aims to maintain a good level of attendance in line with the Local Authority. Deans of House monitor students attendance and punctuality, with the support of the newly appointed Educational Welfare Officer.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

The College is keen to ensure that students attend regularly and on time and as a result a clear Attendance Policy is in place. Parents/Carers are contacted by the College on the first and third day when a student is absent in order to establish a reason for this. Students with a below average level of attendance are interviewed, in an aim to improve levels of attendance and persistent offenders are referred to the designated Education Welfare Officer. This element of the College policy has proved difficult during the last academic year as an Education Welfare Officer was not attached to the College.

Students are encouraged to be on time to College and this is an area specifically monitored by the Dean of House. Where concerns arise parents are contacted in order to improve punctuality. Greater emphasis is to be placed upon rewarding good attendance and punctuality.

What do our pupils do after year 11?

The majority of students from the College go on to further education/training. Students studying 'A' levels predominantly move on to Cambridge Colleges, e.g. Hills Road and Long Road but some do go on to other Cambridgeshire Collegiate Board Centres, e.g. City of Ely, Impington and Netherhall.

Students choosing Vocational Courses generally take up places at Cambridge Regional College or the College of West Anglia. Some of our students have already gained experience of Post 16 education during day release in Year 10 and 11 where access is gained to vocational courses. This allows them to make decisions about their future prior to the end of their formal education.

What have we done in response to Ofsted?

Significant improvements have been made in key areas of the College since the previous Ofsted inspection in response to the post OFSTED Action Plan:

- A wider range of Vocational opportunities have been made available to students in Key Stage 4 e.g. BTEC courses and day release to local post 16 Colleges. This will further improve from September 2007 when additional courses will have been brought into the Curriculum
- Personalised preferences have been identified for students embarking upon Key Stage 4
- Improvements in ICT provision (whole College) leading to the College being recognised as a flagship school for ICT provision
- Renewed emphasis and review of the reporting and assessment process via management Work Scrutiny and Departmental Reviews
- Review of RE and PSHE curriculum to improve the provision of Careers, Citizenship and Health Education. Further review of this is due to take place in September 2007 with a move towards Conference Days for the delivery of PSHE

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01353 662053

Our website <http://www.witchfordvillagecollege.com>
