

Soham Village College

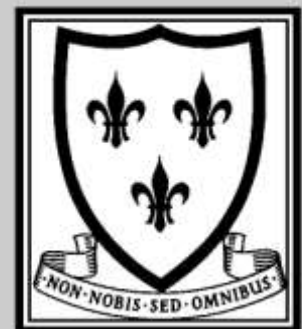
Academy

SPECIALIST TECHNOLOGY & LANGUAGES COLLEGE

Prospectus



Achieving Excellence with Care



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Soham Village College

The College

Principal	Dr Carin Taylor
Address	Soham Village College Sand Street Soham Cambridgeshire CB7 5AA
Telephone	01353 724100
Fax	01353 624854
E-mail	svc@soham-college.org.uk
Website	www.sohamvc.org.uk
Size	1350 students
Local Education Authority	Cambridgeshire County Council Education Department Castle Court Cambridge CB3 0AP
Type of School	11 – 16 Specialist Technology & Languages College (Academy)

Our Vision and Values

Our vision is to be a truly outstanding Village College at the heart of its community

- We aim to provide an education in which outcomes for students are outstanding
- We are committed to the provision of a curriculum which gives every student the opportunity to achieve highly and to enjoy learning
- We encourage students to develop the skills they will need for working life
- We are committed to the well-being of all of our students and help them adopt a lifestyle which is safe, healthy and constructive within the local community
- We seek to enable our students to reflect on their own experiences and those of others to develop a clear set of personal values in which respect for self, others and the environment is central

Ofsted's View - November 2009

What the Ofsted report says about Soham Village College:

“Soham Village College has a number of very strong features which make it popular with parents and students. It is a safe and harmonious community. Students’ behaviour around the college is exemplary. Responsible behaviour is the norm. Most lessons are characterised by positive relationships and mutual respect. Students’ achievement is significantly above average.”

What the Ofsted report says about our students:

“You make good progress in your lessons and achieve above average standards. Your involvement in lessons is good and you work well together in them. We were moved by the truly inspirational house assemblies which you planned and delivered yourselves. Your discussions in tutorials and lessons show a deep understanding of moral and other issues.”

“Care, guidance and support for students, their social, moral, spiritual and cultural development; the extent to which our students contribute to the school and wider community and the impact of our partnership working are all judged as outstanding.”

Equal Opportunities

Soham Village College is committed to the provision of equal opportunities. It is a principle that underpins the ethos of the whole school. Our aim is to enable all students to gain access to what is best in education provision, regardless of physical, sensory, intellectual, emotional or behavioural difficulties, gender, social and cultural background, religion or ethnic origin. We also promote this concept strongly among students.

Every year we review how well we have achieved equal opportunity for all. We create an action plan to address anything with which we are not entirely happy. We report progress on this to governors and to parents through our newsletter.

Safeguarding Young People

Soham Village College is committed to the highest quality practice which ensures the safety of our students. Our policies and procedures are rigorously followed to ensure that our work within the College and with other agencies provides an environment in which students are safe.

The College

I'm proud of Soham Village College. The teachers are good people.
The students are good people. We're good people here. *Jacob, Year 9*

Governing Body 2011/2012

Our governors make an important contribution to the work of the College. Through their three main committees, Achievement; Well-being & Engagement; Infrastructure, they help shape the future direction of the school. Our governors make regular visits to the College through their link with faculties and their responsibility for various development priorities each year. They use their knowledge of the school to support and challenge us when needed. The governors are always happy to hear the views of parents and those in the wider community served by the College.

Chair: Ms Nicola Close
c/o Soham Village College
Sand Street
Soham Ely
Cambs
CB7 5AA

Clerk Caroline Bosworth
c/o Soham Village College
Sand Street
Soham Ely
Cambs
CB7 5AA

Parent Governors

Ms Claudia Stein-Carr
Mr Tony Holden – Link for Science
Mrs Jennifer Stannett – Link for Maths
Mrs Sarah Shorney – Link for English
Mr Dan Waller – Link for Health & Safety

Committee

Wellbeing and Engagement
Infrastructure
Wellbeing and Engagement
Achievement
Achievement

Principal

Dr Carin Taylor

Staff Governors

Mrs Celia Jeffries
Ms Karen Wells
Mr Stuart Sadler

Achievement
Wellbeing and Engagement
Infrastructure

Elected Governors

Ms Nicola Close
Mr Bill Bateson – Link for ICT
Mr Paul Dunham
Mr Jonathan James
Mr Colin Moffat – Link for Child Protection
Ms Hilary Gresty – Link for Art, Drama & Music
Mr James Wood – Link for Technology
Ms Kate Carreno

Infrastructure
Infrastructure
Infrastructure
Wellbeing and Engagement
Achievement
Achievement
Wellbeing and Engagement

Associate Governors

Jon Hampson (Deputy Head) Achievement
Jonathan Peryer (Business Manager) Infrastructure
George Price (Deputy Head) Wellbeing and Engagement

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College with multiple specialist school status

Soham Village College has been a high performing specialist school for a number of years. We were one of the first schools to gain specialist schools status when in 1996 we became a specialist Technology College. In 2006 we were granted a second specialism and became a Languages College. This, with our Leading Edge status ensures that we seek continually to raise standards, to innovate, share good practice with other secondary schools and enrich the provision in our feeder primary school and local community through outreach work.

<p>Technology College</p>  <p>TECHNOLOGY COLLEGES</p>	<p>As a Specialist Technology College, we offer lots of exciting opportunities in Technology, Science and Maths. All students take a Technology subject all the way to GCSE; most take double Science but there is also strong take up of the optional triple Science course; about 50% of our students take both Maths and Statistics. Further opportunities in the specialist subjects are offered through a strong programme of curriculum enrichment activities: clubs, visits, projects and national competitions. Our partnership programme with primary feeder schools allows us to share good practice and run activities for the benefit of students in the wider community. Creating community and business links is also an important feature of specialism and the College organises visits and work experience in partnership with local employers.</p>
<p>Language College</p>  <p>LANGUAGE COLLEGES</p>	<p>In 2006, the College was awarded specialist Language College status; we have a distinctive approach and a wide range of opportunities in this area. We believe in 'Languages for all' and try to find ways in which all students can enjoy learning and using a language. Students may study two or even three languages to GCSE level, from French, German and Spanish, whilst others will choose the ASDAN International Award or NVQ Languages for Business. More unusual languages also appear in the exciting languages carousel at the end of Year 9, when students can experience different languages such as Gaelic, Portuguese, Italian or sign-language. In Year 10, there is a chance to sample tasters in Mandarin Chinese and Japanese! We have a thriving languages partnership with primary partner schools: your children may have met our language teachers already through our outreach sessions. Community links extend from our local area as far as social and educational partnerships with schools in France, Germany, Sri Lanka and South Africa and we are working towards renewal of our British Council award of International School.</p>
<p>Leading Edge School</p>  <p>LEADING EDGE PARTNERSHIP PROGRAMME</p>	<p>Soham Village College is a Leading Edge School. Leading Edge is a scheme set up by the Specialist Schools and Academies Trust to allow high performing schools to share some of their expertise with other schools through partnership working. We work with other schools in East Cambridgeshire to promote the development of leadership within our schools. We believe that leaders in schools can and should be not only teachers but students and parents as well. That is why we have a strong system of house and college councils to allow students a say in how the college is run, and why we have an ever growing panel of parents who receive emails from us asking their opinion on our practice and policy.</p>







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Soham Village College

In addition to the areas in which we have been recognised as a specialist college, we have also been awarded a number of quality marks in recognition of our outstanding practice and partnership working.







<p style="text-align: center;">BECTA ICT Mark</p> 	<p>The College has excellent ICT facilities which provide students with opportunities to learn in new and exciting ways. Staff encourage the use of new technologies in project work across the curriculum and this helps to promote student engagement. The College has recently been awarded the BECTA ICT Mark, a national accreditation which recognises schools for their achievements in using technology.</p>
<p style="text-align: center;">Lead School Gifted and Talented</p> 	<p>We have been recognised as one of only three schools in Cambridgeshire who excel in provision for Gifted and Talented students. This is an aspect of our Leading Edge work.</p>
<p style="text-align: center;">University of Cambridge Partner School</p> 	<p>The College is a member of the University of Cambridge Faculty of Education partnership for initial teacher education. ITE trainees on the Post Graduate Certificate of Education course join the college staff on professional placements as part of the school-based aspect of their training. The trainee teachers gain experience of teaching as well as attending seminars and tutorials in school on a variety of professional topics organised by the Professional Tutor. The trainees bring a wealth of ideas and views which refresh and enliven, and our partnership working with the university helps us to reflect on and improve the quality of teaching and learning within the College.</p>
<p style="text-align: center;">Sportsmark</p> 	<p>Sportsmark is Sport England's accreditation scheme for secondary schools. It is a developmental and auditing tool that rewards and recognises a school for its out of hours sports provision and a broad and balanced PE curriculum. The college has achieved this award in recognition of its commitment to promoting the benefits of physical activity and school sport.</p>
<p style="text-align: center;">Healthy Schools Status</p> 	<p>We have achieved Health Promoting School Status, so we are officially a Healthy School. This means that we provide more than the minimum amount of time for sports and physical recreation that we offer a range of opportunities to learn about physical, emotional and sexual health and that we offer a range of healthy eating options in the school canteen. Some guidance on how to provide a healthy, balanced packed lunch is available in the students' planner. Due to our Personal Development lessons and the school Health Clinic, our students have the information and advice they need to stay healthy. We were a pilot school for the SEAL system of teaching the Social and Emotional Aspects of Learning.</p>
<p style="text-align: center;">British Council</p> 	<p>We have been past holders of the International Schools Award, and currently we work with the support of the British Council on our Sri Lanka Exchange programme.</p>

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<p style="text-align: center;">Basic Skills</p> 	<p>The Basic Skills mark is recognition of the emphasis we put on the necessity for all students to be at least competent in literacy and numeracy. Students will have opportunity to develop literacy and numeracy across all areas of the curriculum, not just in English and maths lessons. Where appropriate, we provide substantial extra support for students with specific weaknesses in these areas. We work with our partner schools to provide learning opportunities for students; some of our students might teach literacy skills to primary students as a way of developing their own competency.</p>
<p style="text-align: center;">Super</p> 	<p>Soham Village College is one of six secondary schools in the East of England who work together in partnership with Cambridge University Faculty of Education. The SUPER partnership is a School/University Partnership for Education Research. Soham Village College has a teacher research co-ordinator who leads a volunteer team of teachers. Our focus this year has been student engagement in learning. This is one means by which we are able continually to improve the quality of teaching and learning at the College.</p>
<p style="text-align: center;">Investors in People</p> 	<p>The College is proud to hold the Investors in people (IiP) award. This award recognises the very good people-practice we have in college, with our robust performance management system and the high value we place on all of our staff, both teaching and associate staff. This is a place where we expect excellence from all our staff – and we achieve this in a caring and respectful culture. We are confident our staff happiness rubs off on the students.</p>
<p style="text-align: center;">Financial Management Standard in Schools</p> 	<p>We have been awarded this standard in recognition of the high quality processes we have in place regarding our use of resources. We use high quality management information to inform our spending decisions to ensure that we achieve very good value for money.</p>
<p style="text-align: center;">Prince's Teaching Institute</p> 	<p>Our Science Faculty has met rigorous entry requirements and been accepted for membership of the The Prince's Teaching Institute (PTI)</p> <p>The PTI is an independent educational charity which believes that all pupils, irrespective of background or ability, are entitled to a subject-based curriculum, taught with rigour and passion. It was created in 2006, and works in partnership with the University of Cambridge.</p>
<p style="text-align: center;">Get Set Network</p> 	<p>The Get Set Network is a group of schools who have made a commitment to live with the Olympic and Paralympic values. Those values are friendship, courage, determination, excellence, respect, equality and inspiration. They will form the basis of much of our work through the house system and tutorial times.</p>

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Soham Village College and its Partners



Early in 2011, Soham Village College entered into a strategic partnership with Fitzwilliam Museum, Cambridge University. This project will be implemented from autumn 2011.

Our partnership will provide enrichment for the students and staff of Soham Village College; its partner primary schools and the wider community of Soham and surrounding villages. We want to enhance cultural understanding and raise aspirations.

Our project will be developed by our schools, working with professionals at the Fitzwilliam Museum. We will look at the curriculum experience of young people in our schools aged 3 to 16. We will adapt and enrich strands of the curriculum by arranging visits to the Fitzwilliam Museum and by borrowing objects and experts from Fitzwilliam Museum who will come to our schools to share learning with us. Teachers will have access and inspiration to use new and interesting cultural objects as a trigger to a wide range of learning. We will embed cultural learning across the school experience.

Our project will also focus on the rich local heritage of Soham and its surrounding areas. Experts from the Fitzwilliam Museum will research and share with our young people, staff, their parents and the wider community an exploration and understanding of our local history.

We do not expect this project to be a one-off event. We see this as the start of a sustainable and enduring partnership between the Fitzwilliam Museum and our schools which will provide a stimulus for learning and cultural engagement for our community for many years.

- School staff will work together to design inspirational, cross-phase and cross curricular activities.
- Students will visit the Fitzwilliam museum at planned stages in their school career; in primary and secondary school.
- The Fitzwilliam museum will assist us to mount stimulating displays (including replicas) for our schools to provide a window into the treasures. The schools will become a cultural focus.
- Displays of local interest will be open to the wider community and foster further pride in Soham's own cultural history.
- Cambridge University students will visit our schools to work with interested students to generate enthusiasm for their subjects and university life
- Assemblies will be designed to share these opportunities and experiences with every student.
- We will seek to share this work with other schools through national and regional networks.
- The Fitzwilliam Museum will disseminate good practice developed through this project through its own networks. Together we will research the potential impact of a schools/Museum partnership on the learning of a wide community.

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Buildings and Facilities

The grounds

The College stands in beautiful and attractive grounds that students can use during their leisure time at break and lunchtime. Our 40 acre site has extensive playing fields that include spaces marked out for football, rugby, hockey, rounders, cricket and athletics. There is excellent space for field sports such as javelin and discus. We have floodlit tennis courts, and daily use of the floodlit astro turf at the Ross Peers Sports Centre which is on our College campus. Our spacious grounds are surrounded by public land which is ideal for cross country running!

We have plenty of outdoor seating, including under canopies funded by the Home-College Association. Students also have hard surface areas to enjoy at break and lunchtime. We have our own allotments and a pond maintained by the students, and a developing college orchard. Our trees and beech hedges make us very green during the spring and summer; they give an outstanding array of colour in the autumn.

We are designated as a conservation area.

Accommodation for teaching and learning

Soham Village College has a range of old, less old and new buildings, all located within our attractive and peaceful site. They reflect the popularity and growth we have seen over the years. Our Edwardian Beechurst building must be one of the most attractive school buildings in the country.

The College is organised around faculties. Our Science laboratories, located in a purpose built science block, are fully equipped and serviced by a well-stocked and well-staffed prep room.

Our Technology rooms include equipment for computer aided design, textiles, wood, metal, plastics and electronics. We have a garage for the College kit car and hovercraft. The ever popular food technology rooms are often filled with the enticing aroma of students cooking delicious food.

The Resource Centre/Library is a light and airy space with books, magazines, newspapers, computers and dedicated helpful staff on hand. Students are able to print and photocopy their work in the Resource Centre, and there is a suite of computers for student use during break and lunchtimes. After school, the Resource Centre provides a calm and well-equipped area to work, and all students are welcome from 3.00 – 4.00pm.

Our Art block houses a kiln for pottery and sculpture work and the walls are adorned with high quality student art.

We have a new highly equipped Performing Arts Centre with central theatre space and mirrored dance studio with barre. The Music Department has many instruments including keyboards, drums, pianos including a grand piano, and music practice rooms. Individual instrument and singing lessons are a very popular feature of Soham Village College.

In December, our annual Christmas Concert fills Ely Cathedral and is simply exceptional in quality and style. Our regular College productions are outstanding. We also work closely with VIVA, a local arts and community group, and Stage Chance, a local youth musical theatre group. Our staff and students are part of a VIVA group who perform at the Edinburgh Fringe Festival to high acclaim.

As well as our new theatre, we have two large halls, both with stages for performances, high quality sound systems and big screens for films.

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Sports Facilities

As well as all the outdoor spaces referred to above, we have our own gyms and daily use of the Ross Peers Sports Centre situated on the College campus. This has a large indoor sports hall for activities including basketball and badminton, squash courts and a fitness suite. Our students can also play netball and table tennis, and we have our own rowing machines for indoor rowing. The sports facilities and range of opportunities at Soham Village College are first class.

ICT Facilities

We have eight dedicated computer rooms with modern high speed computers, and portable laptops with trolleys that can be used in classrooms. Our suite of Apple Mac (i-Mac) computers is ideal for our media studies students – and they look really good too! There is high speed 20MB broadband across the campus. All our classrooms have interactive whiteboards which teachers and students use very effectively to support teaching and learning. Our Becta ICT mark is partly a reflection of the quality and effective use of our ICT equipment.

Learning Support

We have refurbished and extended facilities which offer a range of smaller spaces and enhanced support for students who benefit from our high quality learning support team.

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The House System

All staff and students at Soham Village College are members of one of our five houses – Eliot, Nelson, Radcliffe, Macintosh and Turner. The houses are made up of two tutor groups from each year, giving an opportunity for students of all ages to work together.

One function of the house system is to provide every student with a democratic voice within the school. Each house has a house council which meets every half term. Any students may stand for election to their house council, and students may nominate each other if they so choose. The house councils send representatives to the College Council, a body which also includes the Senior Six students – the Head Girl and Head Boy, and their four deputies.

Students are issued with an enamel house badge so that members of the same house can recognise each other. On certain occasions, such as Comic Relief day and Children In Need day, students are encouraged to dress in their house colours. House spirit is thriving, due to the number of opportunities for houses to compete throughout the year. The house sporting competitions include a variety of sports and involve more than half of the students. This competition culminates in sports day towards the end of the summer term, when the houses dress up in all of their coloured finery and parade their mascots during an afternoon of hotly contested athletics. The students have chosen their own house mottos and designed logos to reflect the ethos of their houses.

Students stay in the same house throughout their time at Soham Village College.

The Houses



Eliot House. Their motto is *“Believe, achieve and succeed”*.



Radcliffe House. Their motto is *“Green on the outside, gold on the inside”*.



Macintosh House. Their motto is *“Quitters never win, winners never quit”*.



Turner House. Their motto is *“Winners in our heads, winners in our hearts”*.



Nelson House. Their motto is *“Lose or win, we’re all in”*.

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Curriculum provision in and beyond the classroom

“Students clearly enjoy their learning and relationships with teaching staff are good. Activities are closely matched to objectives and learning is fast paced.” Ofsted November 2009

At Soham Village College the curriculum is designed to help students develop the skills and understanding they need for further study and adult life. The curriculum is continually reviewed to ensure that it matches the needs, aspirations and potential of all our learners. Every student will have a programme of study suited to their ability and interests.

Information is provided here about the courses available at each Key Stage. If you require more information about any subject, please do not hesitate to contact the relevant Head of Faculty.

Key Stage 3

In planning our Key Stage 3 curriculum we have made sure there is progression from the primary school curriculum, while at the same time ensuring students are prepared for Key Stage 4 and beyond. We teach a broad and balanced curriculum and try to make learning a satisfying and enjoyable experience. We aim to challenge and stretch all students so that they are able to achieve their full potential.

Subjects taught are English, Mathematics, Science, French, Geography, History, ICT, Art, Drama, Music, Design Technology, Physical Education, Religious Education and Citizenship.

In addition all students are able to study Business Studies and some students are given the opportunity to study Spanish or German.

Key Stage 4

At Key Stage 4 we have tried to design a curriculum which is personalised and tailored to the talents and aspirations of individuals. All students continue to study English, Mathematics and Science along with the non-examined subjects PE, RE and Citizenship. Students additionally follow one of three different pathways.

- **English Baccalaureate route**

This route allows students to obtain the English Baccalaureate qualification by achieving higher GCSE grades (A*-C) in English, maths, science (core and additional or two separate sciences), history or geography and a foreign language. Students additionally choose three subjects in accordance with their individual talents and aspirations.

- **Level 2 route**

Some of our students are not suited to all the areas prescribed by the Baccalaureate but are extremely capable in many subject areas. Therefore, we have a set of options which allows them greater flexibility and access to the most appropriate courses.

Students are able to achieve higher GCSE grades (A*-C) in English, maths and science and to pursue history, geography and language courses or alternatively to opt from the school’s highly successful non-GCSE subjects. Students are again able to additionally choose three subjects in accordance with their individual talents and aspirations.

Curriculum Provision

I’m proud of Soham Village College because the results have been good for a long time.
I’m confident that I’m going to get good results too. *Adam, Year 7*

- **Level 1 route**

Some students particularly benefit from our vocational provision at level 1. Invited students are able to study English, maths and science GCSEs and a suite of practical qualifications.

Courses taught at Key Stage 4 include GCSEs in English, English Literature, Media Studies, Biology, Chemistry, Physics, Core Science, Applied Science, Mathematics, Art, Music, Drama, History, Geography, Religious Education, French, German, Spanish, Physical Education, Resistant Materials, Engineering, Textiles, Food Technology, Graphics, Electronics and Home Economics.

Further GCSEs are available through the extended schools programme. Subjects on offer include Statistics, Latin, Astronomy, ICT, Classical Civilisation and Dance.

Vocational subjects are available at all levels and subjects include Society, Health and Development, Travel and Tourism, Media, ICT, Vocational Studies, Health and Social Care, ASDAN International Award, Sport and Language for Business.

We hope to help students choose wisely by providing different curricular opportunities for all students. Each student is given information which explains in more detail the subjects available. Students are given additional information through a series of assemblies.

Parents are invited to an Information Evening in which they have the different pathways explained and there is an opportunity to ask questions. The Year 9 Parents' evening is calendared to help inform decisions.

Curriculum Provision

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Sport in the curriculum

The College has a strong commitment to sport and runs a range of successful teams. Details can be found under extra-curricular opportunities.

Key Stage 3 curriculum:

Gymnastics	Dance	Football
Rugby	Outdoor Education	Cricket
Netball	Tennis	Badminton
Athletics	Rounders	Hockey
Junior Sports Leaders Award		

At **Key Stage 4**, in addition to the sports on offer at KS3 listed above, students also have the opportunity to take part in

Multi gym Rowing Basketball Volleyball

GCSE students are also given the opportunity to go to Mepal or Newmarket to take part in

Rock climbing Archery Canoeing Swimming

Personal Development

Personal, Social and Health Education (PSHE), economic wellbeing and citizenship help to give students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens developing good relationships and respecting the differences between people. These themes are covered in all subject areas as well as in each tutor group's fortnightly lesson with their tutor.

Sex and Relationships Education (SRE) is provided in accordance with the policy agreed by governors. It is taught throughout the school as part of the science and personal development courses. The aim is to encourage students to become well-informed young adults who are sensitive to others and take responsibility for their own lives. Further information is available from the Personal Development Co-ordinator. Parents may withdraw their son/daughter from those aspects of sex education which are not part of the National Curriculum and should contact the Personal Development Coordinator if they wish to discuss this. If withdrawn, students will work under supervision.

The full policy for SRE and the teaching resources can be made available to parents/carers who may wish to see them, through the Personal Development Coordinator.

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Teaching and Learning

“Teaching is good and motivates students who are extremely good at collaborative learning. Students work exceptionally well in groups.” Ofsted November 2009

Teaching and Learning are at the heart of the College. The achievement of our students, whatever their ability and interests, is our goal. We want all our students to reach their full potential and to have high aspirations. We have high expectations for our students and we believe there is no ceiling on what a student can achieve. Across the curriculum, we aim to provide a consistent quality of good teaching which enables our students to enjoy, to learn and to get better at learning how to learn.

Our teachers are therefore asked to do the following:

- To share lesson objectives with students in every lesson
- To plan a variety of purposeful activities in which everyone is able and expected to participate
- To create a purposeful and stimulating learning environment
- To set work for home learning which is appropriate and interesting
- To use new technologies to enrich the learning experience
- To recognise achievement
- To challenge under-achievement
- To give constructive feedback focused on improvement
- To use assessment to inform and enhance learning
- To use assessment to monitor the progress of student learners

Assessment and Reporting

All students are given challenging targets in all of their subjects and progress towards these targets is monitored.

Information about progress is shared with parents each term either by a written report or during a consultation at Parents' Evenings. Students who experience difficulties in meeting their targets are given advice and guidance on how to improve their academic performance.

Curriculum Provision

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Home Learning

We believe that home learning can improve attainment. Our aim is better quality learning for all students, enhanced by home learning and the support of parents and carers. Home learning can offer extra opportunities for students to think independently and to develop enquiring minds. It also encourages a student to organise his/her own time and study, becoming more self-reliant. Skills, confidence and motivation for lifelong learning are all enhanced by home learning.

Home learning tasks are set in all subject areas over the two week cycle of the timetable, and have the flexibility to cater for extended work and projects. The tasks or activities set are relevant, meaningful and have a clear purpose; they are also appropriate to the ability and development of the student, so that students experience success and the joy of learning and working independently. Details and instructions for home learning are noted in the student planner – subject teachers ensure this when setting instructions. Form tutors check and sign the student planner weekly and communicate with parents/carers via the planner if circumstances require. We hope that parents/carers will provide a supportive and encouraging environment for home learning to take place; that they will be aware of topics to be studied and deadlines for completion of tasks; that they will check and sign their child's student planner weekly and communicate problems or queries via the student planner with the subject teacher or form tutor.

An information booklet is sent home every term: in it Year Heads give details of topics to be covered in subject areas, including details of quality, quantity and duration of home learning tasks.

We take home learning seriously and believe that it adds real value to a child's education. To this end, we put great effort into monitoring and feedback from work done at home, and ensure that students have every opportunity to discuss difficulties or celebrate triumphs!

Learning Support and Inclusion

“The focus on helping students with special educational needs is exceptionally strong. They make outstanding progress during their time at the College.” Ofsted November 2009

Our ethos is to provide for the full spectrum of individual needs within an inclusive environment which values all stakeholders. We aim to recognise diversity and to promote equality throughout the College. We use a range of policies to inform our practice including the:

- SEN Code of Practice [2002];
- Disability Discrimination Act 1[1995];
- Governors' Policy on Special Educational Needs [revised 2009]
- Accessibility Plan
- Disability Equality Scheme
- Able, Gifted and Talented Policy
- Every Child Matters criteria

Policies relating to students with English as an Additional Language and those from ethnic minorities are also in place. All reasonable steps are taken to prevent those with disabilities being treated less favourably than their peers; and to ensure that individual needs are met regardless of disability, learning difficulties or ethnicity.

Our Accessibility Plan is very much a working document and has been developed to meet the needs of students with specific physical, sensory and communication needs. There is wheelchair access to the ground floor areas and an easy access lift to the food technology area. We also have a fully equipped treatment room for those requiring physiotherapy, as well as modified resources and equipment. We are well supported by a range of health

Curriculum Provision

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I'm confident that I'm going to get good results too. *Adam, Year 7*

Soham Village College

professionals including physio and occupational therapists and the services for the visually and hearing impaired. Our Disability Equality Scheme is reviewed annually to ensure that the site is accessible and safe and that our provision is in line with the most recent government recommendations.

We work closely with colleagues from our partner schools and with parents to ensure that students with additional needs are able to make a smooth transition to the College. Information is shared with teachers to inform their lesson planning; detailed IEPs are produced to support students in meeting specific learning or behavioural targets.

Our Teaching Assistants promote access to learning by working with students with additional needs within their mainstream lessons or in small groups. Structured, multi-sensory spelling and reading programmes and additional numeracy support are provided on a needs basis. This entitlement is delivered to small groups or one to one. Progress is carefully monitored and shared with the student and carer as part of the child's IEP.

Other interventions include TA support in the dining room at lunchtimes and the social skills 'Games Club' for vulnerable students. Help is also on hand with home learning during the lunchtime to enable students to work in a quiet and supportive atmosphere. Students with motor coordination and organisational difficulties may enjoy the physical 'skills' group designed to boost self esteem and confidence. We also have links with the charity, Riding for the Disabled, for which we are very grateful.

We are continually looking to improve our provision. Please let us know if there is anything else we can do to support your child.

Able, Gifted and Talented Students

We want to meet the individual needs of all of our students, including those who are able, gifted and talented. In fact, our provision for those students is so good that we are recognised by the government as a Gifted and Talented Lead School. Students who are nominated for the A, G&T register, by either teachers, tutors, parents or themselves, will be offered a range of enrichment experiences both as part of the school curriculum and as extra-curricular activities. Our hope is that every student will get the opportunities to excel at something whilst they are at Soham Village College.

Extra-curricular opportunities: clubs and activities

"Students talk enthusiastically about the wide range of sporting and extra-curricular activities." Ofsted November 2009

We offer an exciting programme of extra-curricular activities at lunchtimes and after school.

Additional GCSE courses on offer currently include:

- Astronomy
- Spanish
- Classical Civilisation
- Latin
- Statistics
- ICT
- Dance

Curriculum Provision

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Extra-curricular Sport – a typical programme








Monday	Tuesday	Wednesday	Thursday	Friday
<i>Lunchtime (1.15pm – 2.00pm)</i>				
<p>Badminton (All Years)</p>  <p>(Sports Centre)</p> <p>Netball (All Years)</p>  <p>(Netball Courts)</p>	<p>Indoor Rowing (All Years)</p>  <p>(Lodeside Gym)</p> <p>Girls' Football (All Years)</p>  <p>(Astroturf)</p>	<p>Circuits/Fitness (All Years)</p>  <p>(Lodeside Gym)</p>	<p>Trampolining (Key Stage 3)</p>  <p>(Sports Centre)</p>	<p>Boys' Football (Years 10 & 11)</p>  <p>(Astroturf)</p>
<i>After School (3.00pm – 4.30pm)</i>				
<p>Hockey (All Years)</p>  <p>(School Field)</p> <p>Rugby (All Years)</p>  <p>(School Field)</p>	<p>Sports Fixtures</p>  <p>Tennis (All Years)</p>  <p>(Tennis courts)</p>	<p>Girls' Rugby (All Years)</p>  <p>(School Field)</p>		

Curriculum Provision

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Extra curricular Music Clubs – a typical programme

Production Rehearsals ongoing – see drama and music notice board

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Lunchtime (1.15pm – 2.00pm)</i>				
	Woodwind Group  Choir 	Colla Voce 	Saxophone Group (Break)  String Ensemble  Ukulele Orchestra 	Brass Band 
<i>After School (3.00pm – 4.30pm)</i>				
Music Theory Lessons Music Recording Band Work 		Orchestra 3.45-5.00 	Production Rehearsals 	Music Revision 

There is a full list of clubs and activities offered on the school website. This includes sports clubs, hobby groups and academic twilight courses. Students could learn to dance, join a film club, pursue an interest in politics, write for the school magazine or take an astronomy course.

Students who represent their country in a sport will be awarded a Tri-Colour Tie in recognition of their achievements. In the past our students have represented England in sports as diverse as Judo, Korfbal and Roller Hockey.

Curriculum Provision

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Educational Visits and other opportunities beyond the classroom

“Students benefit exceedingly well from opportunities to contribute to the local and wider community.” Ofsted November 2009

One of the College’s special features is a wide and lively range of educational visits and events. Students of all ages are encouraged to participate in as many opportunities as possible. These activities ‘beyond the classroom’ bring a different aspect to learning: they are enjoyable and stimulating, and often help students to become more independent, sociable and enthusiastic about their learning. In every year, there are activities and visits for students to learn outside the classroom, to visit new places, to gain new experiences. There is truly something for everyone!

Our programme of visits and events is variable, but many activities are regular annual fixtures, which students anticipate eagerly.

Visits abroad:

- Year 7 day visit to Boulogne in France – including practicing language skills as well as learning to make croissants at a local bakery!
- Year 8 residential week visit to Normandy, France
- Year 9 residential week visit to Rhineland, Germany
- Year 9 History visit to the WW1 Battlefields in Belgium
- Year 10 foreign language exchange visits to our partner schools in twin town Andrézieux-Bouthéon in France and Heinsberg Gymnasium in Germany
- Year 10 British Council exchange visit to Sri Lanka
- Year 10 ASDAN International Award residential visit to Paris
- Performing Arts visit to South Africa
- Snowboarding visit to Italy
- Geography visits to Sicily

Curriculum linked visits enhance learning:

- Business Studies marketing visit to Cadbury World
- Maths in Action visit to Pleasurewood Hills theme park
- Food technology visit to the Good Food Show and Anglesey Abbey
- Technology Visit to the Duxford War Museum
- English theatre visits, such as Shakespeare at Stratford
- Geography visit to the Peak District
- History visits to Framingham Castle and the Nottingham Galleries of Justice
- Society, Health & Development Diploma visits to Addenbrooke’s Hospital

Enriching opportunities – in and out of school:

- Kielder Forest Adventure Challenge
- Shakespeare in Schools drama workshop day
- Languages Community Day, as part of Family Learning week
- Inflatable planetarium visit
- Sports fixtures and training
- Young Musician of the Year
- European Day of Languages
- Duke of Edinburgh Bronze and Silver Award Expeditions (Norfolk and Lake District)
- Visiting authors, poets, musicians and speakers

Curriculum Provision

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I’m confident that I’m going to get good results too. *Adam, Year 7*

- Army Careers visit to Bassingbourn
- Charity fundraising events
- French theatre troupe
- Annual Book Fair
- ‘Battle of the Bands’ rock groups
- Resource Centre General knowledge competition
- Film Club
- Sixth Form taster sessions and lectures
- Japanese and Mandarin Chinese taster days for Year 10
- Poetry workshops
- Junior Maths Challenge
- Macmillan Charity Coffee Morning
- Eco-council events
- Photographic competitions

Curriculum Provision

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The Duke of Edinburgh's Award

“Students gain good skills for their life beyond school.” Ofsted November 2009

We want our students to grow into resilient, responsible adults who are able to honour their commitments and face up to challenges. Participation in the Duke of Edinburgh's Award allows students the opportunity to develop many aspects of their personalities. At both Bronze and Silver level, students are required to complete three independent sections of the award - volunteering, physical and skill section – as well as an assessed outdoor expedition. Through the volunteering section students deliver something of value to the community, such as volunteering for a charity or taking part in a local development project. The skill and sports sections offer opportunities to develop new interests, as well as focusing on the importance of health and activity. All of this is underpinned by an emphasis on determination and respect for others.

The expedition, two days at Bronze level and three days at Silver level, demands leadership and teamwork skills, as well as more practical skills like pitching a tent and using a camping stove to cook meals. Students learn to navigate using map and compass and to become responsible users of our beautiful countryside. Training sessions held at school provide students with a learning platform to acquire these important life skills.

The College provides rucksacks, tents and stoves and participants provide their own boots and waterproof clothing (learning to put up with rain without complaining is one of the many skills students learn!)

We hope that as many students as possible will benefit from this enriching experience. Last year seventy students completed the Bronze award, with 35 completing silver.

“Learning how to work in a team has helped me to develop and strengthen my friendships.”

“I learnt how to cooperate and reach a compromise, which wasn't always easy but at the end of the day you've got to be walking in the right direction.”

“We had fun. We learnt to get along really well as a team. We spent all the first expedition arguing, but by the time we were on the assessment hike later in the year we were laughing all the time. The difference was amazing.”

Year 10 students

Curriculum Provision

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The Cultural Experience at Soham Village College

We are strongly committed to cultural entitlements and partnerships for children and young people. Soham Village College, one of a handful of secondary schools in Cambridgeshire, has signed the Cultural Guarantee in support of the Cambridgeshire vision for the delivery of outstanding cultural provision for our students.

Soham and the surrounding villages are proud of their local traditions and cultures and many fine examples can be found of excellent community projects and initiatives that have added to the ethos of our locality. The school attracts students from a wide geographical area; many of these students want to be part of Soham Village College because of its strong reputation and educational involvement with Arts and Culture. Embedded within the curriculum is a wide spectrum of Arts opportunities; the standards are high and the use of professionals from the world of music, drama, literature and media are a regular occurrence at the school.

With a new Performing Arts Centre, the school is focused on developing and improving on the excellent standards already being achieved.

Some of our cultural highlights:

- Musical production: an annual event, including a residential rehearsal weekend and support from professional actors.
- Young Musician of the Year competition: for singers and instrumentalists of all ages including our primary partner schools.
- Associated Board Music Examinations.
- Emerald Ties: may be awarded to students who have fulfilled the criteria in performing arts, a prestigious sign of their commitment and achievements.
- Christmas Carol Concert in Ely Cathedral: we celebrate Christmas with a student symphony orchestra, over 300 voices, the cathedral organist and a packed congregation.
- Instrumental lessons: supplementary lessons covering a wide range of instruments. The team of peripatetic teachers are also involved in concert and ensemble work.
- Community Links: Viva and Stage Chance musical and performance groups have a direct link to the College.
- Theatre visits: a variety of concerts, plays and musicals.
- Visits abroad: Performing Arts visit to Cape Town, South Africa.

We believe that students at the College have exceptional opportunities to appreciate their own cultural heritage, to participate in a range of artistic and cultural opportunities and to explore, appreciate and understand the cultural diversity within the global community.

Curriculum Provision

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Care, Guidance and Support for students at Soham Village College

“We noted the excellent care, guidance and support that students receive.” Ofsted November 2009

We take care to make sure that individual students are known well by staff. Form tutors in each year group work as a team led by a Head of Year who is responsible to a member of the Leadership Team. These members of staff are responsible for the well being of all students and they form close links with parents. When necessary, Heads of Year and members of SLT work closely with outside agencies, such as the Locality Team and the educational psychologist.

How we work with parents

We hope parents will contact us, whether by phone, letter, email or by coming to talk to someone, if they are concerned about their child’s progress or well-being. We hope you will find us a ‘listening’ school. Equally if the school is concerned, we will communicate with parents.

At Soham Village College we work together with parents in a variety of ways:

- Annual Parents’ Evenings provide an opportunity to discuss each child’s progress and development.
- Meetings are held to provide a forum for discussion of shared concerns and to inform parents about
 - what is taught and how it is taught
 - national and local developments
 - stages in their child’s education (careers and further education conventions)
- Regular newsletters to give school and community news.
- Parent Governors: Five parents are eligible to serve on the Governing Body.
- Parental help is welcomed and much appreciated: for example, parents help with
 - residential trips
 - clubs and sports activities
 - business contacts in the community
- Asking you for your opinion about various issues via the parents’ email group and surveys.
- The Home and College Association provides a forum for parents to work with school staff in considering various issues, planning social events and fundraising for purchases to enhance their children’s time at school.

Care, Guidance and Support

I’m proud of Soham Village College because it feels like we’re all a family here. Everybody sticks up for each other. Everybody cares for each other. *Molly, Year 9*

What we ask of parents

Your child will get the most out of school if he/she is sent to school:

- Regularly and on time: please do not arrange family holidays in term time
- Appropriately dressed, i.e. in full uniform
- Having had breakfast
- Having had sufficient sleep
- With the right equipment

We ask parents to:

- Check Student Planners regularly
- Provide a quiet space for students to do homework
- Meet deadlines for payments for school trips and events
- Reinforce the message of the Home-School Agreement
- Pay for any damage caused by their son/daughter
- Provide us with medical and other information once a year and notify us promptly of any changes
- Let us know quickly about any problems such as illness
- Send any necessary medicine in to school labelled with the type, dosage, date and storage details; it will be kept in Student Services Reception during the day

All parents and students are asked to sign the Home School Agreement.

Home and College Association

The Home and College Association (HCA) is open to all parents and carers of students at the College. The association works hard to provide a variety of social and fundraising events, and there are many popular regular points in the school calendar. Many generous donations have boosted College life, such as the recent acquisition of outside canopies and picnic benches.

The HCA also provides a support service at parents' evenings, for example, with refreshments and the sale of school uniform, as well as putting on educational events for parents to support their children, such as internet safety. New members are always welcome! If you are interested in joining, or just helping out when you are able, please contact the school office for details.

Care, Guidance and Support

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Behaviour at Soham Village College

***“Students’ behaviour around the college is exemplary with break times showing exceptional social cohesion.”
Ofsted November 2009***

Students at the College behave well. Visitors often comment on how polite and orderly our students are both in and out of classrooms. The vast majority of our students are respectful and considerate. They respond well to our high expectations for behaviour and successful learning in lessons and around school. The College has a very positive ethos which encourages good conduct. We monitor behaviour at faculty and whole school level to ensure that learning is not disrupted by poor behaviour.

Incidents of poor behaviour are rare and are dealt with quickly by skilled teachers with the support, when needed, of our student support assistants who are able to provide individual time for students who are finding appropriate behaviour for learning difficult. Poor behaviour is not tolerated and is systematically challenged through our behaviour management systems.

Students are encouraged to develop a clear set of personal values; to recognise the difference between right and wrong and to understand the consequences of their actions.

Rewards and Sanctions

The staff at the College are committed to recognising and celebrating the achievements of all of our students. We are here to encourage self-belief in our students so they strive to be the best that they can be. Our system of rewards intends to acknowledge success, to motivate students to do their best and to share their successes with parents/carers.

House points are given and recorded electronically and reported home for parents and carers to see. House points may be given for a single worthy achievement or they may be earned incrementally. They may be given for particularly good work, for exceptional effort or for meeting a specific target. They also acknowledge other notable contributions, such as: helpfulness, leadership and mentoring, representing the tutor group or the College, participating in a concert, play, assembly or working for a charity.

We also acknowledge excellent achievement and endeavour of individual students in the following ways: faculty postcards of praise and letters are sent home on a regular basis and occasional special certificates issued by Year Heads.

There are opportunities to celebrate communally with students and parents during the year. At our Celebration Evening prizes are awarded for both achievement and endeavour in all faculty areas, to students of all year groups.

Greater emphasis is placed on rewards than on sanctions and the majority of our students respond to this approach. A work or behaviour report is sometimes used to monitor the daily progress or behaviour of a student. For all types of report, parents and carers are informed and are asked to sign the report card. Faculty referral systems, behaviour for learning walks and after-school detentions all help us to maintain good working relationships between students and staff. The school contacts parents and carers whenever appropriate and it is hoped that parents and carers will always feel free to seek an appointment.

Care, Guidance and Support

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Soham Village College

The following Code of Conduct appears in every student planner.

CODE OF CONDUCT

At Soham Village College everyone has a responsibility to treat others with courtesy and consideration and to work in a pleasant environment, ensuring that everyone gains the maximum benefit from all aspects of school life.

To achieve this we must:-

- **Always try to understand other people's point of view.**
- **Make it as easy as possible for all students to be taught and to learn in every lesson.**
- **Walk sensibly in and around the buildings.**
- **Treat other people's property as we would wish our own to be treated.**
- **Keep the College and its immediate environment clean and tidy.**
- **Make all visitors to the College feel welcome.**
- **Remember that the College reputation depends in part on the way we behave on trips and visits and in our own neighbourhood.**

Classroom Code - Learn to RESPECT

Respect others – put them before yourself.

Equipment, material and kit should be sorted before the lesson.

Safe working atmosphere and environment at all times.

Praise and encourage each other.

Effort and achievements will be rewarded.

Concentrate and listen at all times.

Think before you speak.

Care, Guidance and Support

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Tackling Bullying

“In discussions with inspectors all students said they felt extremely safe in school and that incidences of bullying were dealt with quickly and effectively.” Ofsted November 2009

Bullying is not tolerated at the College. We have a very strong anti-bullying policy and this is summarised in the Student Planner. The Peer Mentors are a group of trained students who provide support for any student who is concerned about bullying. They are particularly concerned with helping Year 7 students with their transition from primary to secondary school.

This ‘No Bullying Code’ was written by students for each other. It appears in every student planner.

EQUALITY, DIVERSITY AND BULLYING

Soham Village College is an inclusive organisation which supports equal opportunities and embraces diversity. Staff, students and visitors have the right to be respected as individuals and to be treated on their merits without discrimination on grounds of race, religion, gender, sexuality or age. Breaches of these basic human rights may constitute bullying.

NO BULLYING CODE

Students at Soham Village College think that bullying occurs when one person, or a group of people, repeatedly set out to physically or mentally hurt someone else. Bullying can be calling names, writing hurtful things about someone, as well as kicking or punching.

All students at Soham Village College should be able to enjoy school, feel safe and learn to the best of their ability.

It is important that students who feel they are being bullied should share their problem with an adult. It is the right thing to do and your problem will be taken seriously because bullying is not tolerated.

PLEDGE

I understand what bullying is

I support equality and value diversity

I will support the No Bullying Code

by respecting the rights and feelings of my fellow students

Signed

Care, Guidance and Support

I'm proud of Soham Village College because it feels like we're all a family here. Everybody sticks up for each other. Everybody cares for each other. *Molly, Year 9*

Information, Advice and Guidance for our students

We work hard to ensure that our students have a positive plan for life after Soham Village College. We provide support at crucial stages in a student's journey through education, helping them to make the right choice about options and college applications. During their time with us, we encourage students to explore all of the options available to them in the future. We realise that parents have a crucial role to play in this process, so we invite all parents to a series of information evenings during the first term.

We are pleased that we have a strong track record of success in helping youngsters when they leave us to find appropriate further education, training or employment. Typically, around 86% go onto further education, 12% into employment (mostly with training) and less than 2% of leavers are not in employment, education or training. (NEET).

The work of the Locality Team

“The effectiveness of partnerships is promoting learning and wellbeing is outstanding.” Ofsted November 2009

Our Locality Team provides a range of services. Some are offered to all our students. Others to those with particular needs on a regular or occasional basis.

The Bottisham, Burwell and Soham Locality Team works with children and young people who attend Bottisham Village College, Soham Village College and their partner primary schools. It provides joined up responsive services for children and young people living in our locality.

Our Locality Manager is Lisa Riddle. She writes:

- We provide young people (10 – 19) with information and confidential advice on education, employment and training. We aim to help young people remove barriers to achieving their personal goals. These services are marketed under the Connexions brand.
- We support secondary schools by working with students who have social, emotional and behavioural problems to support them in reaching their full potential.
- We make sure that children of compulsory school age attend school regularly and punctually, therefore receiving the education to which they are legally entitled.
- We provide support to parents in raising their children and helping them get the best out of life.
- We work closely with secondary and primary schools to develop services outside the school day and during school holidays.
- We work with children's centres, day nurseries, preschools, childminders and out of school providers to ensure high quality early years education and childcare.

The team is managed by the Locality Manager – Bottisham Burwell and Soham.

How to contact us: 01223 475900.

Care, Guidance and Support

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Listening to the views of our students

Soham Village College exists for one reason and one reason only – to provide the best education we possibly can for our 1350 students. The students are the beginning and end of the school, and as such it is essential that we, the teaching and support staff, consider the students' views when making decisions that affect their day to day life.

A student wishing to air an opinion has a number of options available to them. They can speak informally to their form tutors or teachers, who in turn can pass on the message to the appropriate person. A more formal route for student opinion is through the council system. Every tutor group has a representative on their house council, so any student can ask for any issue to be raised in that forum. The house councils all feed into the College Council, which in turn passes recommendations and requests to the Senior Leadership Team and to the College Governors.

We ask the students to give us a lot of feedback on their teaching and learning. Students will have a chance to express their opinions in surveys and interviews conducted by every subject area over the course of the year. Part of our quality assurance procedure is to interview students about their experiences in lessons and see if what they say agrees with what we think as teachers.

Students regularly lead school change. We asked the students what would make them more comfortable during break times. They said they needed more sheltered seating areas, so we provided a number of large canopies around the school site for students to sit under. We asked students if they would like different uniform rules during the hottest part of the summer term, and we implemented the summer uniform rules they chose. Students chose which cups would be awarded at the end of the year, and the mottos for the houses. Students designed our litter monitoring system.

Suggestions from students regarding other ways in which we could listen are always welcome, as are suggestions from parents.

Parents who wish to be consulted regularly on school policy are encouraged to join the email based parents' panel. Just email parentspanel@soham-college.org.uk with the word 'join' in the subject line.

Care, Guidance and Support

I'm proud of Soham Village College because it feels like we're all a family here. Everybody sticks up for each other. Everybody cares for each other. *Molly, Year 9*

Recording and Reporting Racial Incidents

Under the **Race Relations (Amendment) Act 2000** and **Home Office Code of Practice on reporting and recording racist incidents (2000)** schools are required to record and investigate all racist incidents and to report them to the Local Authority on a regular basis.

Definitions of a racist incident

Cambridgeshire Local Authority and schools, as advised by the Home Office, adopted the definition recommended in the Stephen Lawrence Inquiry Report 1999:

‘A racist incident is any incident which is perceived to be racist by the victim or any other person.’

This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem.

Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

Recording and Reporting Racial Incidents

Procedures

Parents/carers will be contacted if their child is involved in any way in an alleged racist incident and they will be kept informed of the progress and outcome of any investigation.

Any incident that is alleged or perceived to be racist will be recorded and if, following investigation, it is concluded that it is **not** racist, this outcome will be noted on both the school record of the incident and the report that is submitted to the Local Authority.

Termly reports of incidents on the Local Authority Racist Incident Database (RaID) will not identify individuals, but this information will be kept at school level, in line with other records on behaviour and incidents of bullying.

The school will seek advice from Cambridgeshire Race Equality and Diversity Service (CREDS) as and when required and parents/carers may also discuss any concerns regarding racist incidents.

For further information or when a parent has concerns

Parents should contact the College if they wish to see

- The LA’s statement of curriculum policy
- Information relating to the National Curriculum
- Schemes of work and examination syllabuses in use in the school
- College policies, e.g. for equal opportunities, charging, behaviour
- The College’s arrangements for the consideration of complaints
- The LA’s agreed syllabus for RE
- The Sex and Relationships Education Policy
- The Child Protection Policy
- The report on the Ofsted inspection, November 2009

Care, Guidance and Support

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Outcomes for our students

Academic Achievement

The impressive 2011 GCSE results reflect the hard work of students and staff and we are particularly pleased that 98% of students obtained at least five GCSEs and that almost two thirds of the cohort achieved the benchmark figure of five GCSEs at A*- C including English and Mathematics.

The College's track record of successful GCSE courses and the excellent curricular offer in Years 10 and 11 will combine to provide all students with even better opportunities to achieve excellent results during their time at the College.

	Soham Village College (2011)	Cambridgeshire (2010)	England (2010)
5 or more grades A*- C including English and maths GCSEs	63	59	54
5 or more grades A*- G	98	94	93
A*-C in English and maths	63	60	54
A*- C in a modern foreign language	38	33	29
Proportion of students achieving the English Baccalaureate	30	22	15
Average total point score per student	456	432	439

Outcomes for Students

I'm proud of Soham Village College because I'm proud to be in Radcliffe. It involves people in everything, not just sport. I do a lot of sport myself but there are loads of other things for you to get involved in and to achieve.

Callum, Year 11

Attendance

Attendance at Soham Village College is very good. There is a very clear link between good attendance and high achievement, and we encourage all of our students to aim for a minimum of 95% attendance, which is equal to no more than one day off every four school weeks. The majority of our students achieve this. The students who get the best results are always those with the best attendance, usually over 98%.

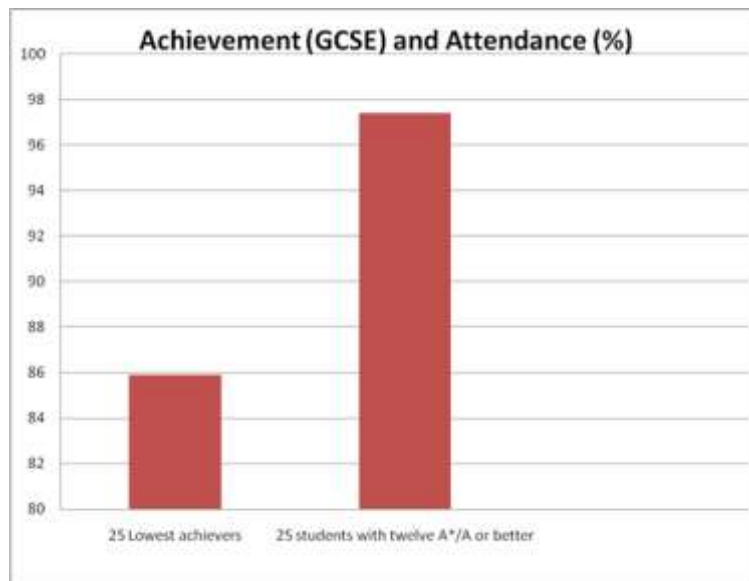
Authorised absence is any acceptable absence which is explained to the school by parents or carers, such as illness, medical/dental appointments or religious observance.

Unauthorised absence is any absence for which we do not receive an acceptable explanation. Holidays during term time will be recorded as unauthorised absence in all but the most exceptional circumstances.

Attendance	93.6%
Authorised absence	5.5%
Unauthorised absence	0.9%

Figures for 2010/11

Students with poor attendance, below 90%, will be given support from the school to help them attend more regularly. Students with very poor attendance, below 85%, will be given more intensive support which may include input from the Education Welfare Officer.



Outcomes for Students

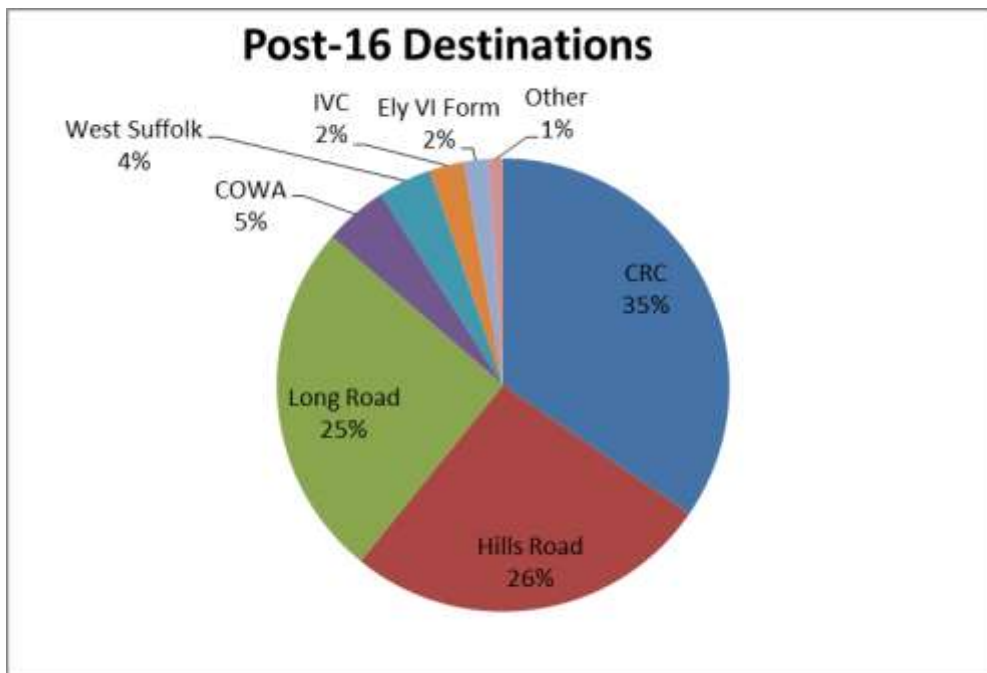
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Callum, Year 11

When our students leave the College

School Leavers' Destinations

The overwhelming majority of our students leave us to continue their education into year twelve. Around sixty percent of our students go on to a traditional academic A Level course, mainly at Hills Road or Long Road Sixth Form Colleges, but also at Ely College Sixth Form, Impington Village College Sixth Form and at Netherhall School Sixth Form. Those students who wish to pursue a more vocational course tend to go to Cambridge Regional College. We also send students to West Suffolk College, where they can take a modern apprenticeship, and to the College of West Anglia in Milton.



Less than 3% of our school leavers go into employment straight from school. The number of students who are in neither education, employment or training account for less than 2% each year, a remarkably low figure and certainly one of the very lowest figures in Cambridgeshire.

Outcomes for Students

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Appendices

Joining the College in September 2012

Local Authority Admissions Process

The Governing Body of Soham Village College is the admission authority for the College. This means that it is the Governing Body that sets and applies the admissions policy for the College.

How to Apply

The application process for admissions into Year 7 is co-ordinated by Cambridgeshire Local Authority (LA), which acts on behalf of the governing body to offer places at the College. Parents should apply online at www.cambridgeshire.gov.uk/admissions or submit a Cambridgeshire Application Form, available from their child's school or from the LA Admissions Team, no later than the LA deadline on 31 October 2011. Offer letters will be issued by the LA on the National Offer Date (1 March or first working day after). Late applications, i.e. those submitted after 31 October 2011 but before 31 December 2011, will be processed but will not be considered until after those applications received by the closing date, 31 October 2011. Applications submitted after 31 December 2011 but before the end of the co-ordination period, and any received after the start of term, will be handled by the Admissions Team. For further information and specific dates, please refer to the full scheme for secondary co-ordination, available from the LA Admissions Team or from the website, www.cambridgeshire.gov.uk/admissions.

To apply for a place after the start of term or in Years 8 – 11, please contact the LA 'In Year Admissions Team' for an application form.

LA In Year Admissions Team: 01223 699662
LA Transitions Admission Team, (Year 7): 01223 699200
Email: admissions@cambridgeshire.gov.uk

The school office contact is Hannah Drage on 01353 724100

Parents wishing to visit the school prior to submitting an application are welcome to do so, though it may not always be possible to organise this at short notice. Visits are not interviews and do not affect any decision regarding the availability of a place. Please contact the school to make arrangements.

All parents are advised to read the LA booklet, 'Next Steps – Admission to Secondary Schools; a guide for parents'.

How places are offered

For admission into Year 7 in September every year, the LA, on behalf of the Governing Body, will offer places to 270 children. This is the Published Admission Number (PAN) for that year group. In the event that more than 270 applications are received, the oversubscription criteria will be applied to determine priority for places. All preferences are treated equally, regardless of whether they are first, second or third preferences.

Oversubscription Criteria

Children who have a statement of special educational needs that names the school will be admitted. N.B. Those children with a statement of special educational need that does not name the school will be referred to Student Assessment to determine an appropriate place.

- (1) Children in care, also known as Looked After Children (LAC)

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Soham Village College

- (2) Children living in the area served by the following primary schools with a sibling already at the College at the time of admission:
Burwell Village College (Primary); Fordham CofE(C) Primary School; Isleham CofE(C) Primary School; Kennett CP School; St Andrew's CofE(VC) Primary School, Soham; The Weatheralls CP School, Soham.
- (3) Other children living in the area served by the primary schools listed in 2;
- (4) The attendance of a sibling at the time of admission;
- (5) Children not living in the area served by, but who are attending, the primary schools listed in 2;
- (6) Children not living in the area served by the primary schools listed in 2, but who live nearest the College as measured by a straight line.

The distance, for admissions purposes, is measured using the straight line distance from the centre point of the home to the main student entrance to the school. In cases of equal merit, priority will go to children living nearest the school according to the shortest straight line distance. These distances are produced by the LA Admissions team for the school. For families who live outside the area covered by the Cambridgeshire mapping system, distances are determined using a combination of local maps and on-line resources.

For Years 8 to 11, the PAN is also 270. If a place becomes available it will be offered to the child at the top of the reserve list for the year group or if no reserve list exists, the place will be offered to the first child for whom the application is received.

Notes:

1. The home address is defined as that of the adult with parental responsibility with whom the child normally lives and which applies at the time of application. For further details, please see the full definition in the LA 'Next Steps' booklet.
2. A map and/or further information on catchment areas is available from the school.
3. A sibling is defined as another child of compulsory school age living in the same family home.

Reserve Lists

When an application is refused, the child's details are automatically placed on a reserve list for the year group, ranked according to the oversubscription criteria. As part of the co-ordinated scheme for secondary admissions, the LA Admissions Team hold the reserve list on behalf of the Governing Body. Where an in-year application is received, the child's details will be held on a reserve list by the LA Admissions Team on behalf of the Governing Body for a minimum period of one term following the term of application.

Parents will be contacted immediately if a place becomes available for their child, but should be aware that their child's place on a reserve list may change if an application is subsequently received that meets a higher criterion than their own.

Appeals

The parents of any child who is refused a place at the school have a right of appeal to an Independent Appeals Panel. The panel consists of three people who are independent of the school's Governing Body and the Local Authority. The panel will consider the circumstances of the case put before them. Both the Governing Body and the parents must abide by the decision it makes.

Appeals for the school are currently arranged by the Admissions Team on behalf of the Governing Body. Further information and appeal forms are available from the Admissions Team or from the Admissions Secretary at the school.

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Transition from primary school to Soham Village College

We are committed to making the transition from primary to secondary school as smooth as possible. There is excellent liaison between the College and the various schools who send us students, both from within and outside our catchment area. Staff from primary and secondary schools meets regularly to ensure that every individual's needs are met through the transition process. Extra support is provided wherever it is needed.

2011

Thursday 29 September	Open Evening from 6.00pm: an introduction to the College, tour of the facilities, displays of work, opportunities to meet staff, students, parents and governors and to try some activities. Parents and students welcome.
Friday 30 September	Open Morning 9.00 – 10.30am
Friday 13 October	Open Morning 9.00 – 10.30am
Monday 31 October	Deadline for parents to express a written preference for their chosen school to the Cambridgeshire County Council Admissions Office.

2012

May & June	Head of Year and SENCo visit all partner primary schools (and others where invited) to meet and talk to those students coming to Soham, and to their teachers.
June	Parents of those students coming in September receive information about the College and are asked for information about their child.
Tuesday 19 & Wednesday 20 June	New students spend two days at the College, meeting their new form group; they attend lessons and enjoy school lunch.
Wednesday 27 June	Meeting for parents of those transferring. Two presentations as follows: 6.30 for 6.45pm start or 7.30pm for 7.45pm.

School Transport

Free transport to and from school is available to students who live more than three miles from the College and in the catchment area villages of Burwell, Fordham, Isleham, Wicken, Chippenham, Snailwell and Kennett (students living in Kennett must reside in Cambridgeshire and not in Suffolk in order to qualify). Bus passes are posted directly from Shire Hall to students' homes during the summer holiday and give information about service, boarding point and time of departure.

The organisation of bus contracts and the allocation of students to buses is the responsibility of the School Transportation Department at Shire Hall and is something over which the College has no control. Parents who wish to discuss transport arrangements should contact Shire Hall directly, telephone 0845 0455208. Private buses are organised by groups of parents and at present these run from Littleport, Little Downham, Ely, Little Thetford, Wilburton, Haddenham and Stretham. We hope a route from Newmarket will be viable soon.

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Catering facilities

We have a large, purpose built dining room and use our hall in Lodeside as places where students can relax and eat at morning break and lunchtime. Food and drink is available before school, throughout morning break and lunchtime.

We use a cashless biometric system in the Canteen. Payment for food is made in advance on-line at www.parentpay.com or in one of the two cash loader machines in Lodeside (notes and coins). Cheques can also be sent to the Finance Office. Our preferred method is online at www.parentpay.com.

Tariff

Main Event	
<i>Specials</i>	
Main Meal of the Day	£1.50
Dessert	70p
Soup of the Day with Bread	£1.00
<i>Side Dishes</i>	
Vegetables	35p
Baked Beans	45p
Chips	£1.00
Diced Potatoes	£1.00
Hash Browns	50p
Sauce/vinegar sachets	15p
Pasta Napoli	
Pasta (regular/large)	£1.40/£1.80
Shot Pot	25p
Chicago Town Pizza	
Chicago Town Pizza (slice)	£1.05
Chicago Town Pizza (whole)	£5.50
Subcentral	
Chicken Tikka Sub	£1.65
BBQ Chicken Sub	£1.65
Meatball Sub	£1.65
Spicy Bean Sub	£1.65
Breaded Chicken Sub	£1.65
Simply To Go	
Beef Burger	£1.00
Chicken Fillet Burger	£1.50
Veggie Burger	£1.00
Panini	£1.50
Sandwiches (value/deli)	£1.20/£1.50
Filled Wrap	£1.50
Filled Baguette	£1.55
Pasta Salad Dome (value/deli)	£1.00/£1.50
Jacket Potato/with Topping	75p/£1.25
Morning Break Selection	
Mini Pizza	50p
Cheesy Garlic Bread	60p
Pinwheel Selection	£1.00
Bacon Roll	£1.10
½ BLT Baguette	80p
Croissant	55p
Pain au Chocolat	55p

Great Value Meal Deals

only
£2.20

- **Pasta Meal Deal**
Regular Pasta + Fruit or Cookie + Drink*
- **Pizza Meal Deal**
Pizza Slice + Side Salad + Fruit or Cookie + Drink*
- **Sandwich Meal Deal**
Value Sandwich + Fruit + Cookie + Drink*

Snack Selection	
Yoghurt	50p
Fruit Pots	60p
Apples, Bananas, Oranges	30p
Cakes, Cookies, Muffins	55p
Waffles	65p
Bread Roll	25p
Butter Portion	10p
Breakfast Selection	
Sausage in a Roll	£1.00
Bacon Roll	£1.10
Beans on Toast	60p
Toast with Butter	25p
Cereal and milk	80p
Beverages	
Tropicana Original/Smooth	85p
Capri Sun	65p/£1.00
Appletiser/Graptiser	85p
Copella Apple Juice	90p
Calypso Carton	50p*
Rapidz Sparkling	65p
Drench	£1.00
Suso	85p
Harrogate Water	55p*/75p
Innocent Smoothie	75p
Yazoo	75p/£1.05
Viva Milk	40p
Hot Beverages	60p

Look out for our Daily Specials






Tariff valid from September 2011. Prices and menu items are subject to change.



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Soham Village College

Uniform

All Years	Year 11 only (where different to Years 7 to 10)
Compulsory College Uniform for all students	
Blazer - black with College badge*	
Shirt - standard plain white collar with long or short sleeves	
College Tie*	Year tie*
Trousers - black tailored or grey knee length skirt	
Shoes - plain black. No platform soles, no sandals, no plimsolls, no open backs, no stiletto heels – heels no higher than 5cm	
Socks - plain black or grey ankle socks or black tights (minimum 40 denier) or natural coloured tights. Plain white ankle socks may be worn with a skirt	
Optional College Uniform	
Pullover – Girls - royal blue ‘V’ neck	Mid Grey ‘V’ neck pullover
Pullover – Boys - mid grey ‘V’ neck	
Compulsory PE Uniform	
Rugby Shirt - royal blue	
T Shirt - white (no stripes; logos no more than 40mm x 40mm)	
Shorts - Black shorts or cycle shorts (no stripes; logos no more than 40mm x 40mm)	
Socks - royal blue	
Footwear - appropriate clean indoor and outdoor	
Shin pads for Football	
Gum shield* – Hockey and Rugby	
Kite marked studs* – Football and Rugby	
No jewellery or watches may be worn during PE lessons.	
Optional PE Uniform	
Netball skirt	

*These items may be purchased from Finance Office in Beechurst

Uniform may be purchased at Paul Day Sports in Ely, High Street, telephone 01353 665155. Some items will be more widely available at other retailers.

<u>General</u>	
<ul style="list-style-type: none"> • Apron for Craft * • All clothing must be clearly marked with student’s name • Any clothing worn under white shirt must be plain white with no logos 	<p>It is unacceptable for students to dye their hair or present themselves with extreme hair fashions. The only body piercings allowed are small studs - one in the lower lobe of each ear with a maximum diameter of 4mm.</p>

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