

Bottisham Village College

Lode Road, Bottisham, Cambridge, CB25 9DL

Tel: 01223 811250 • Fax: 01223 813123 • Email: office@bottishamvc.org • Web: www.bottishamvc.org

Principal: Kate Evans

October 2011

Dear Parents and Carers

Welcome to Bottisham Village College. We hope that you will find this prospectus a useful starting point in introducing our College to you.

Following a very successful Ofsted inspection in September 2007, we remain a Specialist Humanities College with Geography, History and Citizenship as our lead subjects. We have also been identified as a High Performing School and consequently, successfully achieved Applied Learning status; this enables us to provide a broader and more personalised curriculum, designed to meet the needs of all learners.

In September 2010, Bottisham Village College became a Trust school. This gives us the opportunity to work with a wide range of local partners to increase the opportunities on offer for all of our students. Further information about the details of the Bottisham Education Partnership, are available on our website.

Following a period of consultation, Bottisham Village College changed status to become an Academy from 1st April 2011. This means that we are a publicly funded independent school. The ethos and day to day running of the school has not changed; we continue to be committed to our role as a fully comprehensive school, determined to meet the needs of all members of our school community.

We are very proud of our wider role as a community college and we emphasise this strongly to our students because we want them to leave the College able to play positive roles in their own communities. We offer many opportunities for students to take leadership responsibility. As school council members, mentors and buddies, for example, students have a vital part to play in the life of the college.

We have very high expectations of all students with regard to behaviour and attitude to learning. We achieve outstanding results in many fields; you will find details of our record breaking examination results later in this prospectus. Our code of conduct is based on mutual respect and is underpinned by a series of core rights and responsibilities. We are very much committed to working in partnership with parents and carers to help to ensure that each student has the opportunities to achieve their full potential, both academically and socially.

We are very keen to praise good work and strong contributions to College life. Through awards and commendations, we promote the idea that students should be proud to accept praise in class, in assembly or at our annual prize-giving celebration.

There is a wealth of extra curricular activities on offer to students at Bottisham. These include trips abroad and a strong programme of arts and sporting clubs. One highlight is the Year 7 annual camp which provides long lasting memories.

Our forthcoming Open Evening will take place from 6.00pm – 8.00pm on Thursday 6 October 2011. We hope that this will provide you with the opportunity to capture the flavour of our College. We look forward to meeting you then.

Yours sincerely



Kate Evans
Principal



Philip Hodgson
Chair of Governors

'Bottisham Village College is a good school with many outstanding features. Students of all abilities and backgrounds enjoy a high quality of education and care, make good progress from the start and achieve standards well above national averages.'

Ofsted 2007

A reflective learning community committed to achieving and sharing excellence in an environment in which every child matters



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College Details

Principal	Mrs Kate Evans
Address	Bottisham Village College Lode Road Bottisham Cambridge CB25 9DL
Telephone	01223 811250
School	01223 811372
Community Education	01223 811121
Community Sport	01223 812354
Community Library	
Fax	01223 813123
E-mail	enquiries@bottishamvc.org
Website	www.bottishamvc.org
Size	1050 students
Local Authority	Education Department Castle Court Cambridge CB3 0AP Tel: 01223 717667
Type of School	Academy
Term dates 2011-2012	
Autumn Term	Monday 5 September 2011 – Staff Training Day
	Tuesday 6 September 2011 – Autumn Term begins for Year 7 only
	Wednesday 7 September 2011 – Autumn Term begins for Years 8, 9, 10 & 11
	Thursday 6 October 2011 – Staff Training Day (School Open Evening)
	24 - 28 October 2011 – Half Term
	Friday 16 December 2011 – Term Ends for Christmas Holidays
Spring Term	Tuesday 3 January 2012 – Staff Training Day
	Wednesday 4 January 2012 – Spring Term begins
	13 – 17 February 2012 – Half Term
	Friday 31 March 2012 – Term Ends for Easter Holidays
Summer Term	Monday 16 April 2012 – Staff Training Day
	Wednesday 17 April 2012 – Summer Term begins
	Monday 7 May 2012 – May Day Holiday
	4 June – 8 June 2011 – Half Term
	5 June 2012 – Diamond Jubilee
	Monday 23 July 2012 – Term Ends for Summer Holidays
School hours	
Morning school	08.45 to 13.25
Afternoon school	14.05 to 15.05

Students spend 25 hours per week in lessons

Joining the college in the Year 2012

2011

- 6th October Open Evening (from 6.00pm): an introduction to the college, tour of the facilities, displays of work, opportunities to meet staff, students, parents/carers and governors and to try some activities. Parents and students welcome.
- November Deadline for parents/carers to express a written preference for their chosen school to the Cambridgeshire County Council Admissions Office.

2012

- May & June Senior college staff visit all primary schools to meet and talk to those students coming to Bottisham, and to their teachers.
- June Parents/Carers of those coming in September receive information about the College and are asked for information about their child. School uniform orders taken.
- 5 July Meeting for parents/carers of those transferring; distribution of school uniform.
- 6 July New students spend a day at the College, meeting their new form group; they attend lessons and enjoy school lunch.

Visions and Values

Vision Our vision is to be recognised as a truly outstanding community college.

Mission Our mission is to meet the educational needs of our students and to provide learning and leisure opportunities for members of our wider community 'from the cradle to the grave'.

Values

We value people

The College will be a welcoming place, at the heart of its community, valuing all people and their talents equally. Students will feel safe and respected as individuals at school; they will feel happy to come to Bottisham to learn. All staff will feel valued, informed and involved in decision making.

We will promote continuing professional development.

Parents/Carers will feel well informed and involved in their child's education.

We value learning

The College will provide high quality teaching and learning, involving challenging and enjoyable activities; this will enable our learners of all ages to enquire, and to produce high quality outcomes.

Our curriculum will cater for a wide range of ability and talent and will provide students with a broad, balanced education. We will provide a wide choice of extra curricular activities.

We will prepare our students well to move on to the next stage of their learning and into the challenging world of employment.

The College will be well equipped for learning.

We value positive behaviour

Students will be encouraged to grow spiritually, morally, socially and culturally.

The College will continue to have a positive ethos, which emphasises respect, responsibility and participation.

We will place a strong emphasis on maintaining positive relationships with students, based on honesty and fairness.

We will expect all members of the College community to act with courtesy, respect and good manners and our expectations will always be clear to all.

We value leadership

The College will be well governed, managed and led, having excellent relationships with other schools and agencies. Resources will be used efficiently to support learning.

Students will be offered opportunities to show responsibility and to develop leadership skills.

We value our community

The College will emphasise the opportunities and responsibilities that life in a large community can bring.

We will make our facilities available to members of our wider community, in the true spirit of a Village College.

Students will be made aware of the positive role they play in our global community.

We value our environment.

We will provide an outstanding learning environment: stimulating, vibrant and well cared for.

Students will learn to respect their environment at local, national and international levels.

We value the future

We will develop future generations of citizens and leaders who are willing and able to play active roles in their communities.

We will lead out into the world young people who feel positive about themselves, who respect other people and who are ready to make their mark.

Kate Evans
Principal

September 2011

Inspection Report

All schools are now inspected thoroughly by an independent team of inspectors appointed by the Department for Children and Family Services through Ofsted (the Office for Standards in Education).

Bottisham Village College was inspected in September 2007 by a very experienced team. They spent 2 days in the college and observed many lessons. Every aspect of college life was carefully inspected. Here are some of the main findings taken from the inspectors' report. If you would like a copy of the full report, or parents' summary, please ask at the College. The full report is also available on the College website.

Bottisham Village College

Date Inspected : 26 – 27 September 2007

Registered Inspector : Ian Middleton HMI

Inspection Judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures	No
Does this school require a notice to improve?	No

Humanities Specialism

In 2004, Bottisham V C became one of the first Humanities Specialist Schools in the country.

Specialist Status enabled us to fund laptops for all teachers and paid for the installation of a state of the art wireless network covering the whole school. Laptop computers, available for use by all departments, were purchased, and a programme of installing Interactive Whiteboards was implemented.

These developments transformed the learning of our students and the work of our teachers, letting us use a wide range of exciting resources in innovative ways. As a result, were able to develop our students' aptitudes and understanding, thereby increasing their motivation and raising results.

We were also able to fund an increase in the number of Maths, English and Science groups; we also increased in-class support for teachers. This enabled us to target and personalise provision more easily.

Many activities in the Primary Schools have been funded, such as a 'History off the Page' day, an international day and visits to local historic sites. We have also organized a Geography and History quizzes for Key Stage 2 students, and have held History Master Classes at the college. Project boxes and a field-work trolley have been made available to local schools. We have also worked closely with our secondary partner schools, holding a series of revision days which have attracted students from across the county, and staff from the Humanities department have led teacher training sessions attended by practitioners from across the East of England region.

In addition to this, the specialism allows us to participate in the Europe wide Comenius project. This involves working with partner schools across the continent to develop Humanities themed teaching resources: the latest example of this is a module on refugees, which year 9 history students in several of our partner schools will be studying. This ongoing work has led on to our achieving International School Status, and we have recently forged links with a school in Sri Lanka.

Redesignation and Applied Learning Specialist Status

As a result of our High Performing Schools Status, and following a successful Ofsted inspection in 2007, Bottisham Village College was invited to apply for a second specialism. Through consultation with stakeholders and visits to other schools, we decided to apply for Applied Learning status. This decision was based on the school's commitment to the Every Child Matters agenda and the opportunities that this status would afford us to enrich and extend our curriculum provision.

We were granted Applied Learning status in April 2009. Our Applied Learning specialism has enabled us to raise standards and extend provision through an appropriate and relevant curriculum. We have been able to extend facilities and opportunities that engage the whole spectrum of learners.

What difference has our second Specialism made?

The Applied Learning specialism has enabled us to invest into staffing and facilities in applied learning subject areas, as well as increasing provision in the core subjects. We have broadened our Key Stage 4 option choices to provide students with a wider range of vocational courses to complement our existing options. For example, students are able to choose from a range of BTECs that appeal to their individual strengths and interests including Sport, Media Studies and Travel and Tourism. Faculty areas have also been able to extend their provision of courses to suit a range of student abilities; in the Science Faculty students now have the choice of separate sciences, double science or BTEC science based on their aptitude and interest in the subject. Our first three cohorts of BTEC students achieved 100% pass rates in their vocational subjects. The success achieved by these students has led to enhanced post-16 opportunities.

Feedback from students following applied learning courses has demonstrated an increase in motivation and engagement; the modular 100% coursework course structure has enabled students to achieve and excel in a subject area that interests them. Links with industry and local businesses have also provided real-life work contexts and environments to enrich students' learning. The development of employer links and enrichment activities such as trips to Cambridge United football ground, professional kitchens, construction sites and commercial gardens have successfully brought students' learning to life.

Bottisham was also key in developing the new Diploma in Hospitality in Cambridgeshire, with a number of our students working alongside students from other schools to learn to explore the hospitality industry and develop a host of skills and expertise in the field. Seven Year 10 students are taking the Diploma in Social Health and Development at Soham Village College this September, while six Year 11 students continue their course at Cambridge Regional College.

As well as expanding the curriculum to offer more personalised provision, Applied Learning funding has also allowed us to invest extra literacy and numeracy provision at Key Stages three and four to support students' progress in English and Mathematics. The Applied Learning specialism has also enabled us to develop teaching strategies and approaches that enhance students' independent learning skills and help them to make the links between their academic study and the real world of work. Further investments into ICT facilities with the purchase of new laptop trolleys have helped to enhance students' research and personal study skills.

Accommodation

As a Village College, Bottisham shares the vision of its founder, Henry Morris, that the environment of education should be attractive, welcoming and should enhance the quality of learning. We are very fortunate in our setting and in the mixture of old and new buildings, gardens and sculptures.

Our existing accommodation offers excellent facilities including:

- New teaching block (completed Easter 2010) consisting of 6 new classrooms, a bespoke Learning Support Faculty and Social Inclusion Unit, and a large multi purpose space.
- Maths Faculty (including one new classroom completed Easter 2010)
- English Faculty
- Humanities Faculty
- Eight large and well-equipped science laboratories, including a newly refurbished prep room and two newly refurbished classrooms. (Summer 2011)
- A newly refurbished Modern Foreign Languages suite
- Four large and well-equipped computer rooms with Broadband internet access and mobile laptop facilities, complementing our wireless network around the college and enabling laptop use in each classroom.
- A Music suite with performance area, teaching spaces and practice rooms
- An Arts building with a large central project area leading to:
 - ❖ a spacious art studio—refurbished Summer 2009
 - ❖ a studio for pottery and sculpture—refurbished Summer 2009
 - ❖ a large, well-equipped drama studio
 - ❖ a servery and seating area for Year 11 students to use at lunchtime
 - ❖ extensive modern technology facilities with specialist areas for Technology subjects, including electronics and pneumatics, computer aided design, textiles, wood, metal and plastics
- Two refurbished catering rooms, designed to commercial standards, as well as a café area.
- A library and resource centre shared by the College and the community
- A large hall with a purpose built sound system and projector
- Main dining hall, with fully equipped kitchen.
- A first class sports centre including:
 - ❖ Heated indoor 25 metre swimming pool
 - ❖ a sports hall and a gymnasium
 - ❖ fully equipped fitness suite for use by students 14 years and over.
 - ❖ a floodlit all-weather sports area
 - ❖ extensive playing fields
- A hard play area.
- A canopied outdoor area known as the “Pocca” - with picnic/bench seating
- A lecture room for college and community use with inbuilt presentation facilities
- A resources room providing audio-visual and printing services to staff, students and the community
- The use of a sensory garden, greenhouses and workshops for KS4 horticulture lessons.
- Multi-use games area.

We also have an ongoing rolling programme of refurbishments and improvements around the College.

Bottisham Village College Catchment Area

Bottisham Village College is provided mainly to serve students resident in:

Ashley	Fulbourn	Lode	Stetchworth
Bottisham	Great Wilbraham	Quy	Swaffham Bulbeck
Burwell	Horningsea	Reach	Swaffham Prior
Cheveley	Kirtling	Saxon Street	Teversham
Dullingham	Little Wilbraham	Six Mile Bottom	Woodditton
Fen Ditton			

Admissions

To Year 7 in 2012

Arrangements are made by Cambridgeshire County Council. Please telephone The Admissions Team on 01223 699200. The current admission limit is 210. Last year we received 296 applications of which 224 were first preference. A copy of the criteria for admission is available from Shire Hall.

Each year a number of our students come from outside our area - from Cambridge, Newmarket and neighbouring villages. The number of additional places varies from year to year, depending on the size of the year group living in our area. Interested parents/carers should contact Shire Hall and complete the preference form accordingly.

At other times of the year (all year groups)

Please contact the Admissions Team at Shire Hall to check availability of numbers and to begin the admissions process. We are always very pleased to meet with parents/carers to discuss admission arrangements and to show you around our facilities in order to help you to make your decision.

Transport

Students living within the catchment area but more than three miles from the College are entitled to travel free on a bus. There are also many students who live in Cambridge and travel to and from the College on a service bus.

If you have any questions about access to the College from where you live, please contact the Principal.

Bottisham Village College Governing Body 2011 / 2012

Chairman: Philip Hodgson
Coppins
Church Lane
Fulbourn
CB1 5EP
(01223 881085)

Vice Chairman: Hilda Buchanan
55 Beechwood Ave
Bottisham
CB25 9BG
(01223 811689)

Clerk: Dr Kerrie Jones
91 North Street
Burwell
Cams
CB25 0BB
(01638 604932)

Authority Governors

Mrs H Buchanan (Vice Chair)
Cllr H Williams
Cllr M Shuter
Mr Philip Hodgson

Period of office expires

17.11.12
05.10.12
11.03.15
12.10.13

Parent Governors

Mr G Davies
Mrs J Edwards
Mr M Blanks
Mrs A Askham
Mrs Helen Grubb
Mr Mark Brooker
Ms M O'Sullivan

31.12.11
07.12.12
07.12.12
05.11.13
02.02.14
25.05.14
25.05.14

Staff Governors

Mrs K Evans (Principal)
Mrs D Cook
Mrs E Street

n/a
31.12.11
08.10.13

Community Governors

Mr D Earle
Mrs R Steward
Ms J Ingham

21.07.14
07.10.13
31.12.14

Trust Governor

Mr T Bryson

19.07.15

Charging Policy

Any charges made by the school must meet the requirements of the Education Reform Act 1988. The governors endorse the guiding principles contained in the Act, in particular that no child should have its access to the curriculum limited by charges.

Aims

- To make a broad programme of excursions, visits and activities accessible to as many students as possible.
- To establish and maintain a fair and coherent system of charges within the constraints of the school budget.

Practice

- Charges will not normally be made for any activities which form part of a prescribed examination syllabus, or are in fulfilment of National Curriculum requirements.
- Activities which are wholly or mainly within school hours should not normally be chargeable. However, Instrumental music tuition and/or loan of instruments may be compulsorily charged unless it is part of a public examination or National Curriculum course.
- In practical subjects, parents/carers may be asked for the full or partial cost of materials or ingredients if they have indicated in advance that they wish to own the finished product.
- Voluntary contributions may be invited for visits/activities which take place mainly within school hours. No child may be excluded because of inability to pay but the school is entitled to cancel the trip/activity if the level of contributions does not meet its budgetary requirements.
- Visits which take place mainly out of school hours are chargeable.
- Board, lodging and travel costs will be charged on residential trips, subject to statutory exceptions.
- In cases where charges are to be levied, parents/carers must be advised in advance and monies collected prior to the activity. Requests for financial assistance, particularly from those parents/carers in receipt of specific benefits will be considered and assistance provided within the limits of the school's budget and statutory requirements. Complete confidence will be observed in all such matters. Any insurance costs will be included in charges for trips or activities.
- The school aims to break-even for all chargeable trips/activities and any surplus which is too small to be redistributed (eg less than £10) will be retained by the school to offset hardship cases.
- The cost of examination entries for subjects taught within the school will normally be met by the school. Parents/Carers will be required to pay for each examination that their son/daughter has been entered for and not attended, except in the case of illness and where a Medical Certificate has been provided. Parents/Carers will be required to pay if they ask for any results to be re-scrutinised and for re-sitting an examination.
- Parents/Carers will be charged for breakages, damage or defacement of the school building, materials and equipment, where the damage is the result of student misbehaviour.
- Parents/carers will be charged for the loss or non-return of books and equipment on loan from the school.

Parents/Carers and the School

We welcome the participation of parents and carers in the life of the school and in the education of their children. Learning is most effective when there is a strong partnership between families and the school and when we work together with shared objectives to do the best for our young people.

At Bottisham Village College we work together with parents and carers in a variety of ways:

1. **Annual Parents' Evenings** provide an opportunity to discuss each child's progress and development;
2. **Parental Information Evenings** are held to inform parents and carers
 - about what is taught and how it is taught
 - about national and local developments
 - about key stages in their child's education
 - and to provide a forum for discussion of shared concerns.

Parents' and Carers' Surgeries are an opportunity for parents and carers to come in without an appointment to talk to the Principal, Deputy Principal or Chair of Governors

4. **A termly newsletter provides details of students' achievements and College development**
5. **Website**
The college website provides a wealth of information including college policies
6. **Communications Policy**
We hope you will find us a "listening" school. Our communications policy (section 13) outlines the most appropriate direct methods for contacting the college or specific members of staff
7. **Parent governors:** Seven parents are eligible to serve on the governing body.
8. **Schoolcoms**
This is a system of automatic first day absence alerts which also allows all school communications to be emailed directly to parents and carers.
9. **Work management module**
For Key Stage 4, a weekly digest of coursework and large homework tasks is sent directly to parents/carers via email.
10. **Parental Remote Access**
All parents are invited to access information about their sons and daughter through the Parental Remote Access facility. This resource provides personalised information including:
 - Student timetables
 - Contact information for all of your son / daughter's teachers
 - Work tracking of all large pieces of coursework
 - Assessment information for each subject area including details of level statements at KS3
 - Attendance information
 - Up to date records of positive and negative behaviour.

The Friends of the Village College

The Friends aim to set the traditional role of the PTA in a wider context and membership is open to parents/carers, former parents and members of community education classes and clubs. In this way there is a strong link between the school and its community education work. Friends support the College in a variety of ways - links between parents/carers, discussion between groups of parents/carers and the Principal and fund-raising. Recent events have included a Quiz night, Christmas Market & Craft Fair, fashion Show, comedy Night and a Summer Ball.

Communications Policy

At Bottisham Village College, we always welcome contact with parents and carers. We firmly believe that this fosters mutual understanding and support which has a positive effect on the performance and well-being of our students.

Principles

Unlike some businesses and other occupations, the professional duties of teachers can make it difficult for them to speak or meet with parents/carers during the school day:

Teachers may be teaching for up to 90% of the school week and for the rest of their working week (some 50 hours on average according to a recent survey), they are working with or for children in a variety of activities. These include meeting students to discuss progress, behaviour or target setting, meeting with other teachers to prepare, plan and coordinate their work with children, marking, assessment, break and lunchtime supervision duties, training and development, etc.

The important business of working with and responding to parents/carers has to be managed by teachers within this professional context. Their work with children means that they move around the college site when they are not actually in the classroom and they are often not in reach of a telephone. This also means that meetings with parents/carers must be by appointment only. In order to achieve the most effective balance for children, parents/carers and teachers, we follow these principles:

- Welcoming contact from parents
- Responding as quickly and fully as possible to parents/carers, using the most appropriate form of communication for each context
- Involving parents in our work with children
- Sharing information as often and as fully as possible with parents/carers.

It is important that parents/carers to know how they can expect their telephone calls, letters and emails to be dealt with.

The following guidelines show our intentions.

Guidelines

Using the Student organiser:

The student organiser is a vital tool of communication between school and home. It remains an effective way for parents/carers to communicate with subject teacher/form teacher about any non-urgent, but important specific concerns: e.g. medical appointments, absences, homework. Once the student has shown the message to the relevant teacher, a signature will indicate acknowledgement and, if appropriate, there will be a brief response.

Telephone calls:

All telephone calls are received through the main switchboard by a receptionist who connects callers to the appropriate extension.

Urgent calls: If the teacher asked for is not available, the call will be put through to the most appropriate or available senior member of staff.

Non-urgent calls: If the teacher asked for is not available, the receptionist will normally take details of the parent's/carer's name and telephone number and the general reason for calling. This information will be given to the teacher concerned, who will try to respond promptly and by the end of the next school day, whenever possible.

Messages for students: In emergencies or at other times when it is unavoidable, reception staff will help parents/carers by taking messages for students. In line with our policy on mobile phones in school, parents and carers should not contact their children on their mobile phone during the school day. Nor should students use their phones to contact home during the school day; this can be done by arrangement with staff at Student Support.

Telephone calls made at arranged times: If teachers have arranged with parents/carers for them to receive calls at particular times of the school day, those teachers will try to ensure that the receptionist knows where they will be and they will try to make themselves available at those times. Should other commitments or events make this impossible, the receptionist will take down the details and the teacher will try to call back the same day.

Letters from College to parents and carers:

The school operates an electronic system of sending all standard forms of communication home and our aim is to operate an entirely paperless system. Over 90% of our parents/carers already receive this information to their personal email address, using the Schoolcomms system, with hard copies of the same information being delivered to the remaining parents/carers.

Clearly, for this system to be successful it is vital that we hold accurate email addresses for all parents/carers. Please could you be sure to let the school know if there are any changes to your details.

Letters and emails from parents and carers:

The school will always try to respond to letters and emails as soon as practically possible, with the most pressing concerns of parents prioritised. It is our intention to try to respond to any letter or email within 72 hours or 3 working days as a rule although this may be impacted upon due to staff absence or other unforeseen circumstances.

If a significant period of time is required to provide a complete response, teachers will make contact with parents to acknowledge receipt and indicate when a formal response can be expected.

Email forms an increasingly key element of our communication with many parents and carers. It allows for the sharing of simple points of information and for straightforward, functional questions, helping to facilitate the smooth running of our school.

However, if it is a detailed response that is required, then a face-to-face conversation is the preferred means of communication.

Email protocol for parents and carers:

When composing emails, parents and carers are asked to follow the same guidelines as teaching staff; here is an overview of the school's email protocol for parents/carers.

Checking emails

All staff check their emails, as a minimum, at the start and end of each day. It is not an expectation that staff read emails at home. Parents and carers should expect a response to an email within 72 hours or three working days as a general rule.

General email conventions

All emails should start with an appropriate salutation – Dear... etc. This should set the tone of all email communications: being friendly and professional at all times. Email formatting should be chosen with a view to maintaining a positive atmosphere. For example, bold or expanded text should not be used to reinforce a message.

Contacting the right person

Efforts should be made to direct an email to the most appropriate individual member of staff. As a general rule:

- General administrative query: enquiries@bottishamvc.org
- Attendance issue: alogan@bottishamvc.org
- Medical information: ksuttle@bottishamvc.org
- Welfare-related issue: your son/daughter's Head of Learning
- Child protection issue: jmelling@bottishamvc.org
- Uniform issue: your son/daughter's Head of Learning
- General homework issue or query: your son/daughter's form tutor
- Subject specific issue (eg. homework, behaviour): the Head of Faculty of this subject area
- or the individual subject teacher
- Bus issue: agee@bottishamvc.org

A full list of all teachers' email addresses can be found on our College website, www.bottishamvc.org/curric

This ensures that information is communicated on 'a need-to-know' basis only and avoids cluttering up the inbox of staff who are not part of a particular communication. Most importantly, it will ensure the most prompt and appropriate response.

Use of subject lines

Subject lines are really useful in helping to prioritise messages. These should include a clear description of the nature of the message being sent. The following conventions should be followed where appropriate:

HIGH IMPORTANCE either as words appearing in the subject line or the symbol should be used with great discretion and usually be a matter of urgent health and safety.

SENSITIVE appearing in the subject line would indicate that the information contained should be read in private and deleted immediately if requested.

All other messages should contain a description of the type of message in the subject line.

Meetings

Other than in the rare case of an emergency, meetings with parents and carers will be by appointment only. A meeting is often an obvious follow-up to telephone or email communications and allows for a detailed response. The appointment will usually be made directly by the teacher, though it may be appropriate for this to be done through the office staff. Teachers are available to meet with parents and carers during the school day, when they are not teaching or engaged in other professional duties, as outlined in the introduction. In reality, most meetings with parents and carers take place after school at a time convenient to all parties.

Parents are strongly encouraged to use this resource to keep apprised of all student level information.

Bottisham School Meals

INTRODUCING CATER LINK AT BOTTISHAM VILLAGE COLLEGE.....

Cater Link Ltd specialise in providing school meals across East Anglia & the South East and bring with them a wealth of experience working within the strict guidelines detailed by The School Food Trust.

We are delighted to be working in partnership with Bottisham Village College to provide your catering service.

90% of our food is freshly prepared each day from fresh ingredients. Our suppliers are also tasked in using local produce where possible. Our chicken is farmed in Suffolk, pork in Norfolk, lamb in Kent and turkey from Essex. Our fruit & vegetable supplier is based in Cambridge and will use locally grown produce where possible. Our menus have been analysed by our software programme Hport to ensure the nutritional guidelines set by the School Food Trust are met.

The daily menu consists of one main course, a vegetarian option, jacket potatoes with fillings, hot pasta with sauces and of course a healthy but filling range of boxed salads, noodles and pastas. Homemade rolls, sandwiches, paninis and filled baguettes are freshly made every day. There is also a range of hot and cold desserts, fresh fruit and cold beverages to choose from. The menu is advertised weekly, for both parents and carers and students to see in advance. See below for a sample of what is on offer, with prices correct as of 1/9/11.

Morning Break

Fresh Fruit Pots from 70p

Fresh Fruit Bags from 70p

Piece of Fresh Fruit from 50p

Yoghurt Pots from 70p

Hot Panini from £1.80

Freshly Baked Pizza Slice £1.00

Bacon Rolls £1.00

Freshly Made Sandwiches from £1.19,
£1.49, £1.79

Wraps from £1.35

Baguettes from £1.60, £1.75, £2.00, £2.25

Boxed Salads from £1.35

Traybakes etc from 70p

Bottled Water 500ml 70p

Bottled Water 330ml 55p

Fruit Juice Cartons 70p

Capri Sun 75p

Fruitini 75p

Lunch

Main Meal £1.30

Vegetarian Meal £1.30

Pasta with Sauce £1.60

Vegetables 75p

Potatoes 60p

Jacket Potatoes from 80p

Jacket with Filling from £1.40

Freshly prepared Salad Bar

Selection of Salad Pots from £1.30

Fresh Fruit pots from 70p

Yoghurts pots from 70p

Hot Dessert 70p

Lunch "Meal Deal"

Main Dish, Vegetables & Potatoes + Dessert
ONLY £2.15

Uniform

Rationale:

We believe that a school uniform helps to give young people a sense of identity and belonging. Ours is a straightforward and comfortable school uniform which students are expected to wear in the correct spirit and with a sense of pride.

Our core business is teaching and learning and our expectation is that all students arrive at their lesson fully equipped and ready to learn. Wearing the correct school uniform is a crucial part of this readiness; it shows that students are fulfilling their responsibilities and allows us to devote all our time and energies to teaching and learning.

Code and Guidelines:

All clothing should be clearly marked with the owner's name, preferably with name tapes.

Shirt:	College polo shirt *
Sweatshirt:	College sweatshirt * A plain white or black short-sleeved t-shirt may be worn discreetly under the poloshirt.
Trousers:	Plain black, full length, traditional style: no studs, no decoration, no distinctive belt. Jeans or jeans-style trousers are not acceptable. Tight-fitting or skinny-style trousers are not acceptable.
Skirt:	Plain black, mid-calf to knee-length: no extreme styles, no decoration, no distinctive belt. Tight-fitting and short skirts are not acceptable.
Shoes:	Plain black, traditional style and suitable for movement around a large, busy school: no distinctive markings or logos. Trainers, skate shoes or other casual canvas shoes are not acceptable. Backless sandals or mules, high heels are not acceptable.
Socks:	Black, white or grey
Tights:	Black, neutral or dark green
Jewellery:	The only jewellery allowed is one small, plain stud in the lobe of pierced ears. Nose studs and other facial/body piercings are not acceptable.
Hairstyles:	Extreme haircuts and colours are not acceptable.
Makeup:	Any make up which is obvious and noticeable is not acceptable. Light foundation products and mascara may be worn discreetly. Eyeliner, eye shadow and nail varnish are not acceptable.

PE Uniform

Girls

Boys

College PE Polo shirt, short sleeved with collar *	College PE Polo shirt, short sleeved with collar *
Navy blue football shorts	White Shorts
Sky blue knee length hockey or football socks *	Sky blue reversible rugby shirt with broad white band *
White ankle socks	Sky blue football socks *
Navy blue sweatshirt with BVC PE logo*	White ankle socks
Astro boots and training shoes (not fashion shoes)	Navy blue sweatshirt with BVC PE logo * (optional)
Shinpads	Football boots and training shoes (not fashion shoes)
Towel and one piece swimming costume	Shinpads, mouthguard
Navy blue tracksuit bottoms may be worn in cold conditions	Towel and swimming trunks / shorts
	Navy blue tracksuit bottoms may be worn in cold conditions.

Items marked with * are available from the College.

The order form is available on our website or from the Finance Office

Uniform (continued)

Outdoor clothing:

All students are required to wear the College polo shirt. If they are inside the building and require an additional layer of clothing then this should be the College sweatshirt.

When travelling to and from school and when outside the school building, students are allowed to wear all items of outdoor clothing, including coats, jackets, hoodies, scarves, gloves and hats. None of these should have inappropriate slogans or logos.

On re-entering the building, students should remove all hats, scarves and gloves immediately. They may continue to wear a coat or jacket, if it is worn over a sweatshirt. When they enter their classroom, students should actively remove their coat or jacket, to ensure that they are ready to learn as quickly as possible. If they are not wearing a college sweatshirt, students need to remove their coat on entering the building. As stated above, the second layer of clothing inside the building should be the College sweatshirt at all times.

Attendance

Attendance Policy

Governors have recently renewed and approved a new Attendance Policy in light of the new regulations and recommendations.

As a school we are committed to supporting each individual child to reach their full potential. To achieve this aim, it is vital that each child attends school regularly, avoiding unnecessary absences. The policy states that term-time holidays are strongly discouraged. The school strongly urges parents not to book family holidays during term-time. Requests for term-time leave must be made in writing to the Principal but it is only in exceptional circumstances that this leave would be authorised.

Students' attendance at Bottisham is good. Below are figures schools are asked to publish about attendance.

Authorised absence: illness, medical appointments, religious observance and other acceptable absence explained by parents and authorised by the school.

Unauthorised absence: includes any absence from school for which no satisfactory explanation is received. This includes occasions where students who may be justifiably absent omit to bring a note on their return to school. Holidays are also classified as an unauthorised absence unless there are exceptional reasons for a holiday being taken during term time.

Number of students on roll 2010/2011	1047
Attendance	93.7%
Authorised absence	5.5%
Unauthorised absence	0.8%

Improvements to the curriculum, teaching and learning have had a positive impact on attendance and achievement but challenging targets rightly set even higher aspirations for students.

Ofsted 2007

Pastoral Care

We take care to make sure that individual students are known well by staff; Form Tutors in each year group as a team led by a Head of Learning, who is responsible to a member of the College Leadership Team. (CLT) These members of staff are responsible for the well-being of all students; they form close links with parents/carers. When necessary, Heads of Learning and members of CLT work closely with outside agencies, such as the Locality Team and the Educational Psychologist.

Equal Opportunities

Bottisham 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.

Bullying

Bullying is not tolerated at the College. We have a very strong anti-bullying policy and this is summarised in the Student Organiser. 'Talk 2 Us' are a group of trained students who provide support for any student who is concerned about bullying. We have received national recognition from 'Childline' for this work. Many of our students have received 'Diana, Princess of Wales Memorial Awards' for their work as mentors, buddies and for promoting the scheme in other schools, primary and secondary.

Sex and Relationships Education (SRE)

Sex and Relationships Education (SRE) is provided in accordance with the policy agreed by the governors. It is taught throughout the school as part of the Science and Personal Development curricula. The aim is to encourage students to become well-informed young adults who are sensitive to others and take responsibility for their own lives. Parents/carers 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.

Information and Concerns

Parents should visit the College website, or contact the College directly if they wish to see

- Schemes of work and examination syllabuses in use in the school
- College policies, e.g. for equal opportunities, charging, behavior
- the college's arrangements for the consideration of complaints
- the locally agreed syllabus for RE
- the sex and relationships education policy
- the child protection policy
- the full report on the Ofsted inspection, September 2007

Locality Team

We work closely with the Bottisham, Burwell and Soham Locality team. They provide a range of support services for children, young people and families in the regions listed. Their staff have a wide range of skills, knowledge and experience and can also access a range of support services should they be needed beyond the Locality team. The team have a variety of roles including:

- making sure students attend school regularly and punctually
- working on an individual basis with students who need extra support
- offering support to parents with children of all age
- supporting young people (11-19) with information and advice about social and personal development opportunities
- supporting young people (13-19) with information, guidance and confidential advice about education, employment and training opportunities (the "Connexions" service)
- work with students who have social, emotional or behaviour problems

A commitment to value, support and develop the potential of all students is consistent across the college.

Ofsted 2007

The BVC Code

Behind this code lies the expectation that all at Bottisham will behave with common sense and consideration for others enabling everyone to reach their full potential academically and socially. Membership of the school community confers challenges and responsibilities as well as opportunities.

This Code has been drawn up in consultation with members of staff and representative groups of students including the Student Council.

Being a Bottisham Village College Student means I have the

Right to:

- Learn and make progress
- Be treated with respect by others
- Be happy and safe
- Have pride in our school
- Develop confidence and skills

Responsibility to:

- Be organised and ready to learn
- Allow other students to learn
- Treat the school community with respect
- Work hard to achieve my full potential
- Be a good citizen

To be **'Ready to learn'**, I will do my **BEST**:

- **Be** in correct uniform
- **Enter** the classroom on time, in a sensible manner
- **Sit** in the right place, with my equipment on my desk
- **Turn** and engage with the teacher, focusing on learning

Rewards and Sanctions

All of the College staff are committed to recognising and celebrating the achievements of all 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.

Subject merits are given and recorded in student organisers, for parents and carers to see. Our special yellow sticker system is another way of sharing good news with parents and carers, again in the student organiser. The stickers are a simple, effective way of communicating with home when things are going well. A yellow sticker or a merit may be given for a singular worthy achievement or they may be earned incrementally. They may be given for particularly good work, exceptional effort or meeting a specific target.

Student contributions to the broader life of the school are acknowledged and recorded on their personal leadership log on the intranet; this is an ongoing record covering all five years at Bottisham. Such notable contributions include: performing or participating in whole school events — assemblies, concerts, ceremonies, working on community projects, participation in sporting competitions, representing the college in a variety of contexts, acting as guides for visitors.

We also acknowledge excellent achievement and endeavour of individual students in the following ways: faculty postcards and letters are sent home on a regular basis, congratulatory letters from Head of Learning sent home after each formal report, Commendations - a meeting with a member of the College Leadership Team and a congratulatory certificate follow a student's nomination for a commendation.

There are opportunities to celebrate communally with students and parents/carers during the year. At the end of KS3, our Year 9 students mark their transition into senior school with a celebration and awards ceremony during Activities Week. At our Annual Prizegiving celebration, prizes are awarded for both achievement and endeavour in all faculty areas, to students of all year groups. It is an important formal occasion which is well attended and involves an invited speaker. Certificate Evening for Year 11 in November is the culminating event of our communal celebrations.

Greater emphasis is placed on rewards than on sanctions and the majority of our students respond to this approach. A work review or behaviour report is sometimes used to monitor the daily progress, effort and behaviour of a student. For all types of report, parents and carers are informed and are asked to sign the book each day. 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.

Safeguarding and Child Protection

Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general to discuss any concerns with the parent/carer and, where possible, inform them of the referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm.

In accordance with local Information sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

SEN POLICY

Information about the College's SEN provision

1. The objectives of the governing body in the College's SEN provision.

- All students should have the right of access to the full curriculum regardless of their ability
- Access to the full curriculum should be facilitated by the development of appropriate materials, teaching and learning styles and courses to ensure the curriculum is fully taken up.
- The school should offer a cohesive and supportive structure of intervention, which nurtures self-esteem in students and encourages them to achieve to a high standard within the curriculum.
- Full assessment of needs and recording of student progress should be an integral part of the college's work.
- A whole school concern for individual needs should be encouraged and supported, ensuring that all staff are responsible for special needs. Further the needs of all children are reflected in consideration of whole school issues.
- The support offered to students should reflect closely their future needs as adults.
- The resources available for special needs should reflect the importance of special needs provision described in this policy.
- There should be continuity of special needs provision between primary schools, the college and 16+ provision.
- The college should work in partnership with parents over all special needs issues.
- SEN provision should be reviewed and evaluated regularly and any necessary changes made.

2. The name of the SENCO is Malcolm Baker

3. Arrangements for co-ordinating the special needs provision

The SENCO is overall responsible for provision but works in close liaison with a number of key post-holders in the college – Heads of Faculty , Heads of Learning, CLT, TA coordinator and the School Inclusion Unit Manager.

4. Admission Arrangements for students with SEN

Bottisham is an oversubscribed school. Children with or without statements with SEN are treated equally with all other students in assessing their right to entry to the college.

5. Facilities for students with SEN

- There is general good access to all buildings in the college for disabled students. There have been recent significant improvements in this accessibility to include the main hall.
- There is a new designated Learning Support area housed in the new block close to the English Faculty and the new Locality base. The proximity of the Locality base will greatly enhance the close working relationship between Learning Support and other agencies. It comprises two large Learning Support rooms, The School Inclusion Unit and The Isolation Room. As well as moving into brand new facilities on the ground floor, there has been a major investment in new ICT resources.
- There are strong links with Community Education and the excellent work they do for adults with special needs. Students at the college work in the sensory garden and on Anglesey Abbey projects, through the Horticulture course.

Information about identification and assessment procedures for Students with SEN

7. Allocation of resources for students with SEN

- A team of 25 TAs work in the school at present. They are funded partly through the LA which supports students with Statements. There is also funding from the Additional Educational Needs (AEN) budget, Specialist Status, personalisation funding and the LA's Top Up facility. In addition to this, a significant contribution is made from the main school budget.

8. Identification, assessment, monitoring and review arrangements

- A register is kept of all students who receive interventions. This is published in September of each academic year and updated monthly during the year.
- Identification of students is through close liaison with primary schools on entry and through an on-assessment of performance in both key literacy skills and whole school assessments.
- Once identified, students are set targets, usually as part of an Individual Education Plan (IEP) The preferred model is to involve students, parents and staff in a planning meet which sets a number of SMART targets for the period of the intervention. Targets are posted on the staff intranet and staff are expected to incorporate these into their teaching plans.

Arrangements for providing access to a broad and balanced curriculum, including the National Curriculum.

- The emphasis of special needs work at the college is to ensure full access to a broad and balanced curriculum for all students. Students are supported in the classroom by TAs and teaching staff wherever appropriate. All students start in Year 7 with the full range of curriculum experiences.
- It is only after careful consideration that students may be withdrawn from individual subject areas for short periods or at times for longer periods. It is sometimes vital to have individual tuition in key skills such as reading to ensure future independent access to the broader curriculum is possible.
- There is provision in place to ensure catch-up for students falling behind expected National Curriculum levels in maths and English.

10. Inclusion arrangements

- The Social Inclusion Unit plays a key role in supporting inclusion in the school. See Inclusion policy in appendix 1

11. How the governors evaluate the success of students with SEN

- The SENCO provides a report to Governors summarising the work of the college in special needs provision.

12. Complaints procedure

- Parents can ask the parent partnership scheme based at Shire Hall to help put a complaint.
- LEA Student assessment officers are available to provide support for parents and students.

Staffing Policies and partnerships without the school

13. Staff training

- There is a monthly training programme for the TA team
- There are LEA induction courses available for all new TAs
- All new staff are trained in Special needs as part of their induction course.
- There are courses on specific special needs as and when necessary.

14. Links with facilities external to school, including SEN support services.

- The college is supported by a range of outside agencies. These include the Educational Psychology Service, Educational Welfare, Social services, Student Support, Traveller Support, Community Education and Youth workers

15. Role of parents and carers

- It is recognised that the views and knowledge parents have of their child are key elements for success at school.
- There are close links with all parents of children with special needs. Parents are encouraged to be involved in all aspects of planning and reviewing of special needs.
- Parents are asked to be involved in supporting tasks such as reading recovery as well as general supervision of homework.
- Parental support and permission is asked for whenever there is a referral to another agency.
- The need for user-friendly information and procedures is recognised to ensure as many parents as possible are involved.
- It is recognised that the views and knowledge parents have of their child are key elements for success at school.

Transition arrangements for students with SEN

- Work on transition from primary to secondary is started as early as Year 5 with involvement at annual reviews from the SENCO.
 - Additional liaison from TA staff with primary schools is valuable in building up trust and confidence. Early visits have proved valuable, as well as the annual Summer School.
-

Appendix 1

Inclusion Policy

Ethos

Bottisham Village College wishes and intends to be an educationally inclusive school. We believe an educationally inclusive school is one where the teaching and learning, achievements, attitudes and well being of every young person matter. The aim of this policy is to help establish a learning environment whereby all students have the opportunity to achieve their potential. A key to the success of this aim is a whole school approach to Behaviour Management. The School Inclusion Unit has recently been upgraded and now includes a separate Isolation room. Detailed information on how the SIU works is currently being updated .

Aims:

- To develop an appropriate curriculum for all students. For example to offer alternatives to GCSE s for some students for some of their time.
- To withdraw students for short periods into the unit to work intensively on the curriculum they have been withdrawn from to encourage take up and self-confidence.
- To support the college and staff in developing behaviour management techniques.
- To work in partnership with parents on issues such as attendance and behaviour. For example, early phone calls from form teachers to share concerns.
- To create Individual Behaviour Plans (IBP) and Pastoral Support Programmes (PSP) to improve behaviour and improve access to the curriculum. Refer to behaviour policy for details of how these should be operated.

Accessibility Plan

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that students with disabilities are not placed at a substantial disadvantage. Our accessibility plan describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled students in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled students and we will know we have succeeded when disabled students are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents/ carers will want to:

- inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- provide the information school needs to plan effectively for the child to be a full member of the school community;
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Principal must consider is the effect of the proposed change on all members of the school community;
- recognise the importance of school and home working in partnership.

Curriculum Overview

Year 7

In September 2011, we expect Year 7 to admit 210 students who will be placed in seven mixed ability form groups. Although a few adjustments may be made to these groups, students normally remain in the same form group throughout their five years at Bottisham.

In Year 7 most students follow a common course: there are 50 lessons in a two-week cycle which are divided as follows:

English	7	Art	2
Mathematics	6	Drama	2
Science	6	Music	2
French	5	Design & Technology	5
History	3	Physical Education	4
Geography	3	Religious Ethics and Philosophy	2
ICT	2	Citizenship	1

In Year 7, setted teaching groups are employed in English, Mathematics, Science, ICT, PE and Technology. All other areas of the curriculum take place in mixed ability tutor groups.

For a small number of students, a greater focus on literacy and numeracy is needed during Year 7 to ensure that they reach their potential throughout their school life. These students will experience a modified curriculum. They attend English, Maths, Science, Technology, PE and ICT lessons with the rest of the year group as normal. However, for the rest of their curriculum they work in a small group, called 7 star, with significant support from teaching assistants. This comprises:

Additional Literacy	4 periods per fortnight
Additional Numeracy	4 periods per fortnight
History	3 periods per fortnight
Geography	3 periods per fortnight
Religious Ethics and Philosophy/Citizenship	1 period per fortnight
French	2 periods per fortnight
Music	1 period per fortnight
Art	1 period per fortnight
Drama	1 period per fortnight

This structure ensures that students have access to all of the subjects of the curriculum whilst enjoying a greater focus on developing literacy and numeracy skills.

Years 8 and 9

In Years 8 and 9, students continue to study the same subjects as in Year 7. In addition, the majority of Year 8 students will start to study a second language. The second language picked up in Year 8 alternates between German and Spanish. In addition to the subjects where students are taught in sets in Year 7, setting is extended for all students in Modern Languages with some setting in History and Geography; other subjects continue to be taught in mixed ability classes.

During Year 9 most students will commence some of their GCSE / BTEC courses. The focus is upon starting Key Stage 4 studies at the time which is right for the student rather than having an arbitrary start in September of Year 10.

Years 10 and 11

Students have the opportunity to study up to 13 GCSEs (or equivalent), from:

English	History	Textiles
English Literature	Geography	Catering
Double Science Award	Religious Studies	Construction (BTEC)
Triple Science Award	French	Health & Social Care (BTEC)
Maths	German	Product Design
Art	Spanish	ICT (Double Award / OCR National)
Music	Physical Education	Travel and Tourism (BTEC)
Drama	Sport (BTEC)	Horticulture (BTEC)
Media Studies (BTEC)	Hospitality (Diploma)	
Work Skills (BTEC)	Science (BTEC)	

Non-exam options include: Study Support, Literacy and Numeracy Plus.

In addition, students study Religious Ethics and Philosophy, core Physical Education and Citizenship.

There is also the opportunity for a small group of students to carry out some of their studies at Cambridge Regional College, following such courses as Society, Health and Development Diploma.

REP and Religious Assemblies

Students in all year groups study a course in Religious Ethics and Philosophy. Details about the content of the course may be obtained from the Head of the Humanities Faculty.

Parents have the right to withdraw their child from Religious Ethics and Philosophy or religious assemblies. Please contact the Principal if you wish to discuss this matter. An alternative programme would be negotiated with any parent making such a request.

Arts – Art and Design

Art is a vital part of our culture and civilisation and it is important to understand its place in our society. It offers a unique and direct means of communication and self expression. Art is an essential activity that enriches and widens students' lives. The department offers extra-curricular activities through extended schools programme in ceramics, painting, drawing and printmaking. We regularly arrange workshops involving professional artists, who bring their expertise and knowledge into the College. We provide opportunities to visit exhibitions, allowing direct access to the work of other artists and cultures.

Resources

Art has two purpose-built studios equipped for a wide range of activities. Students are offered a wide opportunity for working in a variety of media and techniques. Opportunities exist for 3D, including clay, plaster, card and wire. In 2D this includes painting, drawing and printmaking (monoprint, lino and collograph), as well as Fine Art textile techniques (such as felt making and silk painting). There is permanent access to a computer, printer and scanner and the faculty laptop trolley can be booked for lessons. One of Bottishams computer rooms is equipped with Adobe Photoshop and is taught to KS3 and KS4 students.

How learning is organised

Art is a foundation subject in the National Curriculum up to the end of Year 9. Years 7, 8 and 9 students are taught in form groups, for one lesson per week.

Art is offered as an optional course in Years 10 and 11, leading to GCSE.

Years 7, 8 and 9

Work in these years is wholly project based, linked to a departmental curriculum map, which offers equal access to the curriculum for all students. In each year group, students have the opportunity to work in 2D, 3D and print making. Projects are usually related to art-historical contexts to help students recognise the development of our own and other cultures. Students are introduced to art in differing genres and styles from a variety of cultures, exploring and developing their own sketchbooks. In this way, skills are taught which employ different media.

Years 10 and 11

The department encourages the development of personal ideas and the refinement of skills acquired throughout the KS3 course, initially from project based work. The course leads to a GCSE qualification in Art and Design with the option to take endorsed specialisms. The GCSE consists of a 10-hour exam (40%), with a period of time being allocated to plan, develop ideas and show evidence of research, and coursework units (60%), based on three to four project titles. The assessment objectives are:

- AO1 Developing ideas through investigations informed by contextual studies
- AO2 Refining ideas through experimenting and selecting appropriate resources, media, material's, techniques and processes
- AO3 Recording ideas, observations and insights relevant to their intentions in visual and/or other forms
- AO4 Presenting a personal, informed and meaningful response demonstrating critical and analytical understanding.

Current Syllabuses: Art and Design AQA

Arts – Drama

Drama is a unique art form. Its power lies in its ability to develop the combined use of speech, movement and thought. The course challenges the students' creative powers in a variety of dramatic situations which stretch imaginative skills and increase their confidence.

Resources

Drama is taught in a versatile, purpose built studio equipped with spotlights and rostra and in other multi-purpose spaces. The department also uses the College's video cameras and other digital equipment.

How learning is organised

Drama is taught as a subject in its own right, but also is included as part of English in the National Curriculum. In Years 7, 8 and 9 students are taught in form groups. In Years 10 and 11, Drama is available as a GCSE option.

Years 7, 8 and 9

Each year group will work on a number of appropriate projects selected by their teacher. For example:

- Year 7
 - life in a Victorian workhouse
 - a mission to another world
- Year 8
 - the Irunaway
 - 'Bugsy Malone'
- Year 9
 - a detention centre for young offenders
 - a Shakespeare play

All students will complete assessments of their work.

Years 10 and 11

Students who opt for Drama follow a GCSE course examining aspects of a selection of plays and improvised theatre. The aim of the course is to build skills and understanding so that by the end of the course students are able to undertake the production of an independently devised play for their final examination.

Current syllabus: OCR J315

Arts - Music

Music provides every student with the opportunity of practical experience based on the classroom activities of singing, performing, composing, listening and ICT. The department offers a range of activities after school including jazz band, wind band, choirs and music technology.

Resources

Music is taught in a suite containing a large teaching/recital room, a standard teaching room and three practice rooms. The department is well equipped with traditional instruments and instruments for rock and pop, such as electric guitars and drum kits, as well as keyboards and computers. The department is supported by 11 instrumental teachers who are specialist in a range of instruments. See below for more details. The department also has a recording studio, which is used to provide quality recordings of students' performances and compositions and enables students to experience the latest music technology.

How learning is organised

Music is a foundation subject in the National Curriculum at Key Stage 3. Students are taught in their form in Years 7 to 9.

Years 7, 8 and 9

Lessons have a practical focus. Students have the opportunity to acquire a variety of skills, including music reading, composition (individual and group), performing and singing. Students' work is organised in their own music folders. There is continuous and summative assessment with an emphasis on self, peer and teacher feedback. The music curriculum covers a wide range of contexts from marching bands and blues to film music. Students' favourite units of work include learning how to perform and compose songs, composing in Gamelan and Samba traditions and creating music from everyday objects.

Years 10 and 11

A significant number of students choose music as one of their GCSE options. Students who opt for Music follow a GCSE course comprising these three areas: composing, performing and listening. These skills are developed and refined, whilst encouraging students to pursue their own particular musical interests to a high standard. Students are expected to contribute to whole school events, such as concerts and assemblies when appropriate.

Current syllabus: OCR Music

Many students in all years are encouraged to represent the music department and show off their talent in a variety of school events.

Instrumental lessons

Currently more than 200 students take instrumental lessons in school time and we offer woodwind (flute, oboe, clarinet, saxophone), guitar (classical, electric and bass), upper strings (violin, viola), all brass instruments, piano, drums and vocal lessons.

There are frequent opportunities for students to perform in concerts, assemblies and for the community, and they are encouraged to participate in extended schools ensembles such as the wind and jazz bands, orchestra and rock school. The extended schools brochure is available on the school website to see the full range of all the activities offered.

Design & Technology

Design and Technology is about identifying needs, generating ideas, planning, making and testing to find the best solution. Students become aware of the ways in which technology is changing the home, the workplace and the way we live. Through learning technology, students will be better placed to respond to the employment needs of business and industry. Technological capability will enable citizens to cope with a rapidly changing society.

Resources

Technology is taught in a purpose-built block which contains: three food rooms including two newly refurbished catering rooms built to commercial standards, a textiles room, a design room with fourteen PCs, a wood workshop with plastics bay, a multi purpose workshop, a technology room equipped with electronics and graphics and a health and social care/design room. All these rooms are based round a large project area which allows for flexible use.

How learning is organised

Technology is a foundation subject in the National Curriculum. Students are taught in classes grouped by ability in Year 7, Year 8 and year 9, they work on individual projects and often take practical work home. All students at Key Stage 3 develop skills and knowledge in a full range of Technology subjects: Food, Textiles, Resistant Materials, Graphics and ICT.

Years 7, 8 and 9

At Key Stage 3, students learn the skills needed for the design process, and those practical skills needed for the safe use of specialist equipment. Students learn to solve problems, work independently and make quality products which may be taken home. Projects undertaken and topics studied all relate to the National Curriculum.

Information Communications Technology

Students study I.C.T. across the curriculum. In their Design and Technology lessons, they learn to use a data base, graphics, the Internet, CAD and CAM, nutritional and textiles software.

Years 10 and 11

A GCSE course in Design and Technology is currently taken by most students. A choice is made from Resistant Materials, Graphics, Textiles, Health and Social Care, Catering, Hospitality and Construction.

Current Syllabuses:

AQA 3543	Design & Technology	Graphical Products
AQA 4560	Design & Technology	Resistant Materials
AQA 4570	Design & Technology	Textiles
AQA 4555	Design & Technology	Product Design
Welsh Board		GCSE Catering
Edexcel	BTEC Level 2 First Certificate	Health & Social Care
Edexcel	BTEC Level 2 First Certificate	Construction
	Hospitality	

English

Our aim is to enable students to develop skills in reading, writing, speaking and listening and we encourage the accurate and imaginative use of language. Through the exploration of a wide range of literary texts and the use of language in many contexts, we help students to master the essential tools of communication and to learn to think for themselves.

Resources

The English classrooms are centrally grouped within newly built, state-of-the-art accommodation. All classrooms have use of the latest interactive technologies including Smartboards with built in audio-visual facilities. Regular use is made of the library and ICT facilities and the Faculty has access to portable laptops. The Faculty's stock of texts reflects National Curriculum requirements, GCSE syllabuses and the College's Equal Opportunities policy. We aim to present acclaimed texts from the past in balance with the work of contemporary writers covering prose, poetry, drama, non-fiction and pre-1914 literature.

How learning is organised

English is a core subject in the National Curriculum; all students have at least six hours of lessons per fortnight; Year 7 students also have an additional Library lesson once a fortnight. In Year 7 students are set according to prior attainment at Key Stage two. Students identified as below level 4 in English and Maths are selected for the 7* group; a cohort of students that receive extra Literacy and Numeracy lessons from specialist teachers to help them to make accelerated progress in these important core subjects. Setting arrangements are continually reviewed through Key Stages three and four based on students' progress and target grades. Students studying only one modern foreign language in Years 8 and 9 also have extra Literacy lessons. Teaching Assistants are deployed in English classes to support students' specific learning needs.

Years 7, 8 and 9

All students in KS3 follow the National Literacy Strategy for English. Students develop their language skills, aiming for versatility and competence as they gain experience of a range of literature. Students' progress is continuously assessed and they are awarded National Curriculum levels each half term. Students sit in-class tests in Years 7, 8 and 9 and are awarded an end of Key Stage level by their English teacher. All students are given opportunities to develop their ICT skills through specific English assignments. Private reading is actively encouraged and students have full use of the library. At the end of year 9, as part of the options process, C/D borderline students are offered the Literacy & Numeracy Plus option to boost their English Language skills. A number of students are also selected for one to one tuition to help them to achieve expected rates of progress.

Years 10 and 11

Students start their GCSE course in the summer term of year 9. Most students achieve two GCSEs in English Language and in English Literature; a small number of students will only take the English GCSE course. The new GCSE specification is assessed through a combination of internal controlled assessments and final examinations. Pupils will be assessed through analytical essays, reading comprehension, and writing for a range of different audiences and purposes. For the English Literature GCSE, pupils will study a range of texts including a substantial poetry anthology. Speaking and listening is assessed throughout the course and contributes to the final grade. With all courses being modular, pupils may have the opportunity to sit examinations in year 10. More information about the courses can be found on this website:

<http://web.aqa.org.uk/subjects/english.php>

Current Syllabuses: English AQA Specification A

English Language AQA

English Literature AQA

English AQA

BTEC Creative Media Production

BTEC First Level 2 Extended Certificate in Creative Media Production

Media BTEC Studies (First Certificate Level 2) is offered as part of the options process in year 9. Students opting for this course gain the equivalent of two GCSEs at either pass, merit, distinction or * distinction grade.

The course is 100% coursework and allows students to explore the media industry and develop a vast range of knowledge and skills in this subject area. The BTEC course is designed to focus on more practical aspects of the subject; the projects and activities that students study will give them an experience and understanding of what actually happens in the real world of media, rather than just being about the theory.

Instead of studying towards an exam at the end of the two years, the BTEC course is broken down into three units involving separate assignments and deadlines that are assessed throughout the course.

The units covered are:

- Research for Creative Media Production
- Communication Techniques for Creative Media Production
- Print Production
- Advertising Production

Humanities - Citizenship

In Citizenship lessons, students learn about the rights and responsibilities that arise from living in local, national and global communities. They study how governmental institutions work, and how change can be effected through active participation in political life. We run projects with our European partner Schools and link school in Sri Lanka

Resources

The college has invested heavily in Citizenship resources. There is a range of video material and three different textbooks, two for Key Stage 3 and one for Key Stage 4. Other resources are being developed or purchased on an ongoing basis. Citizenship also contributes news and related activities to form time

How is learning organised?

In Years 7, 8 and 9, students are taught in their forms. In Year 10 and 11 they are taught in Citizenship groups with the exception of two groups of gifted and talented students who are given targeted provision. All the teaching is carried out by experienced teachers, in lessons that take place once a fortnight.

Humanities - Geography

In Geography, we aim to foster an excitement for learning about students' physical environments. Geography helps students to make sense of their surroundings; it deals with current social, economic, political and environmental issues, from local to global, which affect students' lives. Students learn to appreciate the great variety of physical and human conditions and patterns on the earth's surface. It encourages a sensitive awareness of environment and an understanding of different communities and cultures as well as knowledge of geographical patterns and processes.

Resources

There are three main geography rooms, each equipped with an interactive whiteboard. In the classroom, use is made of up-to-date textbooks, resource packs developed in school, videos and computer programs. The department also makes good use of the ICT room, the humanities laptop trolley, the school library, and the local environment.

How learning is organised

Geography is a foundation subject in the National Curriculum. In year 7 students are taught in form groups. In years 8 and 9 most students are taught in balanced, mixed ability groups, though smaller classes are provided for those students who would benefit from more targeted provision. In Years 10 and 11 Geography is a popular option, four sets per year. Students learn in a wide variety of ways, including simulations and problem-solving exercises with the use of maps, videos, satellite images, research, group work and fieldwork.

Years 7, 8 and 9

In Year 7, students focus on acquiring skills through the study of the local area and home region. In Years 8 and 9 we use skills developed in Year 7 to look at patterns and processes on a broader continental and global scale, including looking at population and settlement, as well as plate tectonics and development. Case studies from different countries are used to illustrate the broad themes of population and settlement, sustainable development, management of environments, resources and quality of life.

Years 10 and 11

Students in Years 10 and 11 follow a Geography GCSE course with four main units and smaller topics within the units:

- Unit One: Dynamic Planet
- Unit Two: People and the Planet
- Unit Three: Decision making Exercise
- Unit Four: Controlled Assessment.

Units One and Two each contain 6 smaller topics focussing on both human and physical aspects of geography. Each unit comprises 25% of the final mark

Current Specification: Edexcel Geography B from 2009

Humanities - History

In History we aim to foster a lively interest in, and engagement with, the past. Our students develop their knowledge and understanding of the causes, consequences and significance of historical events, and consider what they reveal about present circumstances. They learn to handle historical evidence, considering its nature and purpose, and assessing its value to our understanding of the past. They also learn about historical interpretations and why our understanding of “what happened” in the past can actually change.

Resources

There are three history classrooms. The subject area has extensive audio-visual resources and a good stock of the latest National Curriculum textbooks, as well as many in-house resources. Students have many opportunities to work in the ICT room and library, independently researching topics.

How learning is organised

History is a foundation subject in the National Curriculum. Throughout the school it is taught as a separate subject to balanced groups; in years 7, 8 and year 9 there are smaller classes for those students who would benefit from more targeted provision. The study of history is enlivened by a variety of teaching methods: exposition, group work, personal investigation re-enactment and fieldwork.

Years 7, 8 and 9

During these years, students undertake a progressive study of British history from 1066 to 2000. Throughout the course, opportunities are taken to look at European and world history, including the British Empire and the history of African Americans. By the end of the course, students should have a good grasp of the main themes and turning points in history that have shaped their world.

Years 10 and 11

Students who study history at KS4 follow an SHP course that enables them to study history on a variety of scales and in a variety of ways. They study the history of Germany from 1918-1945, the history of medicine from 1350-2000, they hone their evidence handling skills by assessing sources on surgery from 1840-1918 and complete a research investigation into the Vietnam War. Students come to develop sophisticated skills of inference, analysis and communication, enabling them better to understand the world in which they live and providing them with skills which are valued highly in the modern job market.

Current Syllabus: Edexcel SHP History Syllabus B

Humanities - Religion, Ethics & Philosophy

Religion, Ethics and Philosophy is an approach to Religious Education in which we learn both about and from beliefs, cultures and traditions. We encourage an engagement with ethical decision making, on a personal and social level. Ultimate questions are explored from a philosophical and religious perspective.

How learning is organised

R.E.P is taught in accordance with the Cambridgeshire Agreed Syllabus. In Years 7, 8 and 9 students are taught in balanced mixed ability groups.

Years 7, 8 and 9

The course covers some of the major world faiths and explores belief and spirituality. Students develop skills of understanding and evaluation as they look at the ethical and philosophical issues raised. Students investigate the location and development of the Christian churches and communities in Cambridge and explore various styles of Christian and non-Christian worship.

Years 10 and 11

All students study a course which considers moral and social questions. They reflect on how different cultures and beliefs are approached in society. In addition, students can choose to follow a GCSE course which takes an in depth look at Philosophy and Applied Ethics from a Christian perspective. We welcome a number of outside speakers to enhance student engagement.

Current Syllabus: OCR Religious Studies B: Philosophy and Applied Ethics

Humanities - Travel and Tourism

Years 10 and 11 only:

The Travel and Tourism course enables students to gain a BTEC Level 2 Extended Certificate in the subject. The aim of the course is to enable students to learn about real-life situations within the context of the travel and tourism industry, both how it operates today and how it grew historically. The students learn about the UK travel and tourism industry and the organisations that work together within it. They also study a unit on customer service in travel and tourism; they practise the skills needed to deal with different types of customer, as well as review how organisations provide good customer service. Students also learn about UK travel and tourism destinations and learn how to plan journeys and holiday itineraries for different types of customers.

How learning is organised

Travel and tourism classes are taught in smaller groups. The BTEC requires 100% coursework and these assessments are broken into small, manageable tasks which are completed in lesson time. Students usually work using computers and the internet; other resources include a course text book, travel brochures and travel media as well as maps and atlases. This course is available only from year 10 onwards.

All students follow the same course, comprising six units:

- Unit 1 The travel and tourism sector
- Unit 2 Understanding customer service in travel and tourism
- Unit 3 UK Tourism destinations
- Unit 5 Developing customer service in travel and tourism
- Unit 6 UK tourism destinations
- Unit 9 Holiday planning

The learning of these units is spread across two years, in which time students participate in field trips including trip into Cambridge, with a guided tour from an experienced Blue Badge Guide to learn about how destinations appeal to different visitor types.

Current Syllabus: Edexcel BTEC level 2 Extended Certificate

Information Communication Technology

Information Communication Technology forms a vital part of the National Curriculum. It aims to enrich and extend learning throughout the curriculum and help students to become familiar with some everyday applications as well as to evaluate technology's potential and limitations.

Resources

There are four ICT suites where whole classes may work. There are also four laptop trolleys which can be used in ordinary classrooms. There is access to the Internet on all networked machines in the College. The library is well equipped for ICT use as well as Internet research.

How learning is organised

Students use Information Communication Technology in various planned ways in the different subject groupings.

Years 7 and 8

In Year 7 and 8 there is a discrete ICT lesson once a week and students receive reports on their ICT capability. The ICT groups are set according to Science ability. Students also use Information Communication Technology to communicate ideas through text, graphics or sound; to handle information; to measure and control devices and to 'model' factors in subjects such as English, Design Technology, Maths, Science, Modern Languages and Humanities. Students are assessed at the end of each topic, in line with National Curriculum levels and level descriptors

Year 9

In Year 9, students will continue with a discrete ICT lesson once a week, and they complete Unit 1 (ICT Skills for Business) from the OCR Nationals Course. This will either allow students to end Key Stage 3 with a qualification in ICT, or if they choose ICT as one of their options at Key Stage 4 they will have Unit 1 already banked, to add to their GCSE coursework.

Years 10 & 11

In year 10, students can choose to follow a 2-year GCSE Level 2 OCR Nationals course in Information Communication Technology. This is a double award course and equivalent to 2 GCSEs. This course has been developed to recognise learners' skills, knowledge and understanding of Information and Communication Technology functions, environments and operations. The course comprises of three units, all of which are coursework based. These are centre-assessed and externally moderated by the examination board.

Additional Unit

The ICT department offer Year 9, 10 and 11 students the opportunity to add additional OCR units to their Unit 1, leading to an enhanced ICT qualification. This is offered as an after school club.

Mathematics

Mathematics is concerned with learning to think clearly and logically. More specifically, students are encouraged to work accurately with number, make sensible estimates, use algebraic symbolism effectively, identify patterns and handle information that is presented in a variety of ways. The faculty aims to offer a course which is directly to the world in which we live, as well as a study of the more abstract mathematical ideas.

Resources

There are seven mathematics rooms, all of which are equipped with interactive whiteboards. The SMP Interact series of textbooks is used by the faculty throughout the school and the faculty also makes use of a wide variety of other textbooks to provide support, challenge and enrichment. A range of practical equipment includes 2 sets of graphic calculators which students use in Years 9, 10 and 11.

All students have access to computers where they work with LOGO, databases, spreadsheets, dynamic geometry software and function graph plotters. Students also use the internet for research, mathematical games and interactivities. The faculty subscribes to the mymaths.co.uk website to access good teaching and learning material outside school hours, as well as allowing them to play mathematical games.

How learning is organised

Mathematics is a core subject in the National Curriculum. Students are taught in Maths sets according to their achievement and potential: setting is reviewed regularly. In addition to normal classroom work, all students from Year 7 onwards undertake project work to assess their use and application of mathematics both in abstract and real-life situations. This learning forms part of the formal assessment at Key Stage 3.

Years 7, 8 and 9

Students follow a differentiated curriculum appropriate to the ability of each child. Their work is regularly assessed against the learning objectives from the 'Framework for teaching Mathematics in Years 7, 8, 9'. There are challenging opportunities for the more talented students. A number of students from all years enter the UK Mathematics Challenge and two year 8 teams participate in the Cambridge Maths Challenge. Representatives from Year 8 also attend the Royal Institution Mathematics Workshops.

Years 10 and 11

Students follow a GCSE course which builds on what they have achieved in Years 7, 8 and 9. The GCSE examination allows entry at either higher (grades A* - D) or foundation tier (grades C - G). Students enter at the appropriate level so that they can demonstrate what they know and can do. Students will sit units 1 and 2 in June of year 10 and unit 3 at the end of year 11.

Current GCSE Syllabus: Edexcel Mathematics specification B (Modular)

Modern Foreign Languages

We believe that learning languages is an enjoyable and stimulating experience. It offers exciting new insights into a wider world and in turn, it invites us to think about our own cultures. Learning a language involves the practical skills of listening, speaking, reading and writing. Students at Bottisham gain the confidence to communicate effectively in a foreign language, and they develop an awareness of the structure of language itself.

Resources

We use a variety of up-to-date, easily accessible resources to reinforce our teaching. These include:

- 6 fully trained and qualified, knowledgeable, friendly and enthusiastic teachers
- Two native French and Spanish speakers within the team
- 3 part time French, German and Spanish native speakers Language Assistants for small group speaking practice and intense exam preparation.
- All classrooms with interactive white boards and wireless internet
- Interactive Internet websites used in class and at home for homework.
- Textbooks
- CDs and other audio materials
- Authentic materials (newspapers, magazines, leaflets)
- Up to date video and DVD material.
- The library also has a growing section of French, German and Spanish books and magazines.

How learning is organised

All students study a foreign language throughout their time at Bottisham. French is taught in form groups in year 7. From year 8, students are taught in sets according to aptitude. The vast majority of the year group starts a second foreign language. Spanish and German in year 8 operate every other year. In September 2012 year 8 will be learning Spanish and those entering year 8 in 2013 will be learning German.

Years 7, 8 and 9

From the first lesson students are largely taught through the medium of the foreign language. We also encourage students to communicate in class using the language, so that they can experience real life situations and become more confident in speaking spontaneously. Following the requirements of the National Curriculum, students develop the skills of reading, writing, speaking and listening within different contexts. They are encouraged to use their knowledge of English to understand new structures in the modern foreign language and so develop thinking skills and language learning skills.

Years 10 and 11

The emphasis at GCSE is on communication in the foreign language. Students also improve their ability to work independently. Topics are worked through thematically and build on foundations created in Key Stage 3. Whatever career students decide on in the future, the communication skills they gain from studying a foreign language to GCSE level will always be to their advantage, and allow them to make the most of the opportunities in today's global jobs market.

Currently students choose a GCSE course in French, German or Spanish; some choose to study two languages. Writing and speaking skills are assessed throughout the two years; the skills of listening and reading are part of the final examination in Year 11.

Current Syllabuses: French GCSE Edexcel French
 German GCSE Edexcel German
 Spanish GCSE Edexcel Spanish

Trips and Events:

All students have the opportunity to visit France and Spain as the faculty has well established links with both countries in the form of the very popular exchanges with Orsay near Paris and Palencia in Spain.

The Modern Foreign Languages faculty also organizes a very successful residential visit to Normandy during Activities Week for year 8 students. Year 10 students of GCSE French have taken part in a trip to Paris in May which has been a real success.

Students in year 9 have been involved in letter and email exchanges in French with students from our partner school in Orsay and in German with students from the Ann Van Rijn School in the Netherlands. Students in year 9 have been exchanging emails with Spanish students from Palencia and with German students in Kempen, Germany. We are delighted to have re-launched our historical partnership with Kempen and intend this year to plan our next exchange visit to Germany.

We aim to encourage and promote all foreign languages and each year, year 10 students are offered taster lessons in Chinese or Japanese.

Every year, in September, the faculty and the College celebrate the diversity of languages across the world on European Day of Languages with quizzes, competitions, treasure hunts and even a song contest.

Physical Education

The aim is to develop physical competence and to promote physical development. Through experience, students learn to value the benefits of physical activity both at school and throughout life. An understanding of a healthy lifestyle, and the importance of physical activity plays in this, are important. Students develop an appreciation of skilful and creative performances across a range of activities. Individual and team activities both play a part.

Resources

The College has a heated 25m indoor swimming pool, a large sports hall, a gymnasium, five tennis courts, a floodlit all weather pitch, a fitness suite and ample flat, well drained playing fields in addition to a wide range of equipment for all curriculum areas.

How learning is organised

Most practical lessons are taught in single sex groups, and students work with others of a similar ability to themselves.

Years 7, 8 and 9

At KS3, all students follow courses in athletic activities, swimming, dance, games and gymnastics. Students are involved in planning, performing and evaluating in order to demonstrate their knowledge, skills and understanding of the activity. There is a focus on developing independent learning and leadership skills.

Years 10 and 11

By KS4, students are expected to have a greater input into the planning and evaluation of their learning, and should be refining the skills they have learned at KS3. The knowledge and understanding gained by students, will enable them to make a considered choice of which activities they wish to pursue into adulthood. Sports Leadership is also integrated into the activities to develop confidence and the ability to lead others. Students can follow either of the following examination courses: BTEC First Course (Sport) or GCSE Physical Education.

BTEC First Course (Sport) is a vocational course, with accreditation equivalent to two GCSEs. It is coursework based and there are no final examinations.

GCSE Physical Education which comprises both practical (60%) and theory (40%) components, offers the opportunity to extend their practical skills and understanding in a wide range of activities. It is assessed during the course and by a final examination.

Current Syllabus: Edexcel 1826 Physical Education GCSE
Edexcel M9154 BTEC Sport

Science

Science aims to develop the enquiring mind. All three major elements of science form part of students' learning: understanding of the physical world is developed through the study of physics and chemistry; the exploration of the living world is the focus of biology. Through investigations students gain knowledge and understanding as well as important practical skills and enjoyment.

Resources

Science is taught in eight purpose built laboratories. The department has a comprehensive stock of videos, DVDs and modern textbooks. Computers are used extensively for data-logging, spreadsheets and research using CD ROMs and internet. The library is well resourced with science-based material for research projects.

How learning is organised

Science is a National Curriculum core subject. The department works with primary schools to maintain continuity from Key Stage 2 to Key Stage 3. Year 7 students are taught in sets, based on KS2 SAT scores and teacher assessments. From Year 8 onwards students are also taught in sets, based on progress during the previous year. A practical approach is adopted, enabling students to discover many answers for themselves in both open-ended investigations and class experiments. All elements of science form part of the 11-16 curriculum and students are well prepared for further studies in science post-16.

Years 7, 8 and 9

During KS3, students study a variety of scientific topics that develop students' scientific skills as well as their knowledge and understanding of the world around them. In each teaching module, their level and understanding will be monitored by an assessment task or test; which will also highlight areas for improvement to reach the next sub-level. Throughout KS3, the importance of science to industry and society is emphasised through exploration of how scientific ideas are applied, and in each year students have the opportunity to develop their understanding and skills through scientific investigations. In Yr 9 students study a smaller number of topics and sit an end-of-keystage exam before Easter. Students of all abilities have made excellent progress in recent years.

Year 10 and 11

Most students will take GCSE Science in Year 10, followed by Additional Science in Year 11, from the Twenty First Century Science suite of specifications. Students may also opt to study Triple Science (Biology Chemistry and Physics as separate GCSEs), if they have a keen interest in science, achieve a level 6 or 7 at the end of KS3 and wish to study one or more sciences at AS level. Triple Science will be taught in the same curriculum time as two sciences, therefore a high level of commitment will be required from students taking this option. A small number of students may take BTEC Extended Certificate in Applied Science at Keystage 4. The BTEC course will be offered, by invitation only, to students who would benefit from ongoing assessment through regular assignments, rather than summative assessment by exams and coursework. The BTEC course does not allow students to study science at AS level, but could potentially lead to vocational science qualifications. The variety of options open to students can be discussed during the options interview.

Assessment & Reports

Assessment and reporting

Students' work is regularly assessed in all subjects; internal examinations are held in Years 10 and 11. All faculties follow a common framework for assessing students' learning and providing feedback. Oral and written feedback recognise what has been achieved and indicate how further progress can be made.

Assessment information is available to parents throughout the year via BVC Parental Remote Access. Through this system we offer a dynamic live output of current levels/anticipated grades against targets in each subject. Students are also able to set targets for further progress. Each faculty updates their assessment data at least once per term, together with information regarding effort, behaviour, homework and organisation.

The full report meets the requirements of the National Curriculum and consists of a separate written report for each subject. Subject reports contain teacher comments on student progress and areas to be worked on.

The full report also contains an overall comment from the form tutor. In addition to the full report, parents are sent two progress checks per year. These reports summarise progress against targets in each subject and give grades for effort behaviour, homework and organisation.

Homework

Regular homework is an important part of learning. Students are encouraged to lead a balanced, healthy lifestyle that includes opportunities for leisure activities. By organising and managing workloads, skills that we endeavour to develop in all our students, they should be able to achieve this balance.

At KS3 (years 7-9), homework will be set each week for English, mathematics and science. This might take the form of two short homework tasks, or one longer activity. For the remaining national curriculum subjects, homework will normally be set once during the two week timetable cycle.

At KS4, the requirements of individual courses determine the amount and type of homework given. Homework for vocational subjects, such as those leading to BTEC or Diploma qualifications, will vary according to the nature of the course. When coursework is due for completion, or controlled assessments are being prepared for, students may well have to dedicate additional time to their homework.

When students have not been set a formal homework, it is expected that they independently review the work covered in lessons, consolidate their learning using relevant books and the internet or take steps to improve the organisation and presentation of written work in their exercise books. If students identify any gaps in their learning, they should approach their subject teacher for assistance.

Personal Development

combines PSHE (Personal, Social, Health and Economic Education) and Careers Education

Personal Development is at the heart of the school curriculum. The personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

The areas that will be explored are:

Personal wellbeing - Relationships
- Healthy and Safer Lifestyles

Economic wellbeing - Career Development and Choice
- Economic Understanding and Personal Financial Capability

Resources

Our resources are continually reviewed and updated. There is an extensive range of resources designed specifically for personal development work. We work closely with the PSHE service who support our PSHE work.

How learning is organised

The course is taught mainly by form tutors, led by the Head of Learning. We also use external providers to help support and enhance the curriculum we deliver. Conference days are timetabled during the year and we cover the following curriculum:

Year 7

Managing change
Managing own health and dealing with risk
Sex and Relationships Education
Career Development and Choice
Economic understanding and personal financial capability
Myself as a learner

Year 8

Managing change
Managing risk — Drug and Alcohol Education
Managing my own health and dealing with risk
Careers Development and Choice
Economic understanding and personal financial capability

Year 9

Personal Identity
Sex and Relationships Education
Managing own health and dealing with risk
Career Development and Choice
Personal financial capability

Year 10

Personal identity and managing change
Dealing with risk - drug and alcohol education
Managing own health
Career Development and Choice
Personal financial capability

Year 11

Parenting and family relationships
Sex and Relationship Education
Managing own health and dealing with risk
Careers Development and Choice
Personal Financial Capability

Learning Support

The Learning Support faculty plays an important role throughout the College. Its key task is to ensure that all students have appropriate access to the full school curriculum by supporting students in lessons by working on a one-to-one basis with students and through curriculum development.

Resources

The faculty has a suite of rooms suitable for individual and small group work. There is also a resource centre offering materials to the whole school for the development of literacy and numeracy skills. The resource centre has a bank of computers with a large range of software.

How learning is organised

The faculty staff offers special help by providing extra support within the normal classroom, to develop literacy and numeracy skills and to help students access the curriculum. Students are sometimes taught individually for short intensive periods of time.

Years 7, 8 and 9

At the college learning support plays a significant role during transition from primary to secondary school. We work closely with Primary Schools to ensure a smooth transfer. Help is offered in a variety of ways by Teaching Assistants who work alongside the class teacher. Year 7 students have individual tuition for reading, spelling and handwriting as necessary. There is a group of children who are offered a more nurturing style within a small and an adapted timetable.

Years 10 and 11

In addition to some in-class support, students can currently follow a study support option at this stage, where they bring work from their Key Stage 4 courses. Others take the Literacy and Numeracy Plus option. There are opportunities for a small number of students to follow link courses with CRC in a number of vocational areas.

Gifted and Talented Students

Children who are academically gifted, or have particular talents in individual subjects, also have special needs to be met. The school has a gifted and talented register which is updated on a regular basis. It contains the names of all those students whom faculties consider to be gifted in their area, and is used by faculties to target their provision both in and out of lessons.

The year 7 Gifted and Talented register is not compiled until year 7 students have completed a term at Bottisham, and data from primary schools is also used in the drawing up of the register. The school organises focused activities for Gifted and Talented students, and, where appropriate, makes parents and carers aware of appropriate provision organised by outside agencies.

The individual support that students with learning difficulties and /or disabilities receive in lessons contributes to their good progress in reaching targets.

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Inclusion

Our inclusive ethos at Bottisham is underpinned by the Every Child Matters agenda. We work together to meet the social, emotional and learning needs of all students, both within our mainstream provision and beyond.

The School Inclusion Unit and the Learning Support Faculty work together at the heart of our inclusive culture and practice at Bottisham Village College, under the leadership of our Head of Inclusion.

The SIU

The SIU is Bottisham's School Inclusion Unit. Its work is focussed on those students whose behaviour significantly compromises their own learning and safety and / or significantly impacts on the learning and safety of other students in the college, both in and out of class. Such disruptive behaviour might be confined to particular curriculum areas or particular aspects of school life, or it might be more general in nature. The college aspires to use the SIU as a means to reintegrate such students into mainstream school life. The SIU consists of a learning area and an isolation room.

The Learning Area

The Learning Area is the primary base for students whose underlying social, emotional or learning needs manifest themselves as stressed, disruptive behaviour which affects school life in a sustained, damaging way. These students will not have responded successfully or consistently to mainstream school behaviour management procedures and systems. For the vast majority of these students, a short period of focussed intervention in this area will successfully prepare them for re-integration to the main school curriculum.

However, for a small minority of these students, without additional focussed and extensive intervention, they may be at risk of short term or, in exceptional cases, permanent exclusion. The Locality Team, the Learning Support Faculty and other outside agencies will be involved in meeting the complex needs of this small group of students. At Keystage 4, the curriculum of these students may include work experience, or attendance at another institution such as CRC, or work in the garden at Anglesey Abbey. Our aim is to ensure that each student receives a high quality tailored package that meets their individual needs.

The Head of Inclusion will coordinate this work, liaising closely with the relevant Head of Learning and CLT line manager, updating them about the student's progress, and advising them on any important decisions that need to be made.

The Isolation Room

The Isolation Room is intended to provide students with an experience that acts as a deterrent to future misbehaviour. Students are denied access to the usual privileges of school life; they must, for example, work in silence, must not communicate with other students, and their free time will be limited.

Referral routes to SIU

As a general principle, no student should be placed in the SIU without the sanction of the relevant member of the College Leadership Team (CLT), whether acting as a faculty line manager or a year line manager.

If a referred student fails to behave appropriately in the SIU, then, at the discretion of the Head of Inclusion, their stay will be extended for a fixed period of less than a day. The relevant CLT line manager will be informed of this.

There are three main routes into SIU:

- ◆ the green card route
- ◆ the Faculty route
- ◆ the Head of Learning route.

The Green Card Route

All staff working directly with students in the classroom are given a green card. In line with our behaviour monitoring system (BBMS) and its guidelines, use of the green card is recommended only when all other strategies have failed or are inappropriate: the card is used as a last resort to deal with instances of extreme behaviour that might result in a temporary exclusion.

A green card should be used only when a student:

- has exhibited extreme and perhaps violent aggression in a lesson to another student, or to the teacher, or to another adult in the room
- has sworn directly at the teacher or another adult in the classroom in response to a request OR
- has repeatedly refused to leave the room or move seat in response to a direct request.

Following a green card incident:

- a trusted student should be asked to take the card to Student Support.
- Student Support will use the walkie talkie to ask the person on call to collect the student.
- the person on call will make a discretionary judgement as to whether or not it is a green card offence, with reference to the specified criteria and after talking with the class teacher. In many cases, the student will be referred internally within the Faculty, using the Faculty referral rota.
- when the infraction does meet the criteria for a green card offence, it is the responsibility of the class teacher to provide, as a matter of urgency, an email account of the incident. This should be sent to the CLT year line manager, the relevant Head of Learning, Head of Faculty and the Principal's PA. If the relevant CLT line manager is not in school, the Principal's PA will alert another member of CLT to oversee the situation. This should be written at the first available opportunity.
- an interim first notice of what happened should be written down by the on-call teacher, on a pro-forma and passed onto the Principal's P.A in the first instance, who will pass the information to the relevant CLT member
- the student should then be escorted to the isolation room in SIU. The person on duty in this room should send an email to the Principal's PA, CLT year line manager, relevant Head of Learning & Head of Faculty, informing them that the student has been placed there.
- The CLT year line manager will subsequently make a judgement as to whether or not the student should remain in the isolation room. This judgement will usually be made within an hour, and, in the vast majority of instances, will be for the student to remain in the room and out of circulation. The ultimate decision will rely on a detailed account of the incident from the class teacher, as well as the first notice account from the on-call teacher.

The Faculty Route

- A Head of Faculty will usually recommend that a student be placed in SIU when the student has failed to respond to faculty interventions, though alternative strategies such as a regrouping should be considered. This corresponds to Stage 5 on the BBMS. The main purpose of lesson withdrawal is to modify behaviour and to work with the individual student, to prepare them to rejoin their class
- With the agreement of the CLT faculty line manager, the student will be placed in the isolation unit for an appropriate period of time, usually no more than three lessons of the subject in question.
- It is the responsibility of the CLT faculty line manager to communicate the decision to refer a student to SIU staff; this should be done by email to ensure that a record is kept. The Head of Faculty must communicate the decision to parents/carers, via letter, email or by telephone. Our aim is to develop suitable letter templates to facilitate this.
- The student will complete work set by the class teacher. This work must consist of precise, specific tasks which are curriculum based. SIU staff will give the completed work back to the class teacher when the student has left SIU. It may be appropriate to return the finished work to the subject k on an ongoing basis.
- For the first part of their exclusion, the student will work in isolation. For the final lesson, in order to prepare them for reintegration into the class, they will work in the learning space.
- Before the student leaves SIU, there will be a formal readmission meeting with the the head of faculty and the class teacher. It is the responsibility of the Head of Faculty to arrange the readmission meeting, and to monitor, usually through a Faculty report, the subsequent behaviour of the student.

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- The head of faculty should aim to set a date for this readmission meeting on the day of the referral.
 - SIU staff will notify the relevant Head of Faculty and CLT line manager when the student's time in SIU is about to expire. They will also notify the CLT line manager and the HOF if the student has failed to appear.
 - If, having been readmitted, there is no improvement in the student's behaviour, h/she should go back into isolation, for an agreed fixed period of time.
 - If a further subsequent exclusion from lessons is required, then there should be a meeting with the CLT line manager, the Head of Faculty and the parents/carers of the student. It is the responsibility of the Head of Faculty to organise this meeting.
 - If the student fails to respond appropriately to this intervention, then it might be that a prolonged withdrawal from the lesson is appropriate, though other strategies, such as a move of group should also be considered. The Head of Learning should be involved in discussing this, with the final go ahead being given by the CLT line manager.
 - SIU staff will keep a list of students who are in this situation: it will be reviewed by CLT at the end of each half term.

The Head of Learning route

- If a student is on a blue book, is on an Individual Behaviour Plan or a Personal Support Programme, and the results of such monitoring indicate that the student's behaviour presents a persistent problem in a particular curriculum area or areas, then the student can be withdrawn from those areas into SIU for an appropriate period of time, once the CLT line manager has been consulted and has given their sanction to this. The relevant Head/s of Faculty must be informed of this.
- During this time, the student will usually not be in isolation, and an alternative programme might be devised for them which will aim to meet their entitlement to a broad and balanced curriculum.

Communication with parents/carers

- Following any referral to the SIU, to either the Learning Area or the Isolation Room, a letter will be sent home. SIU staff will prompt the Principal's PA to process the letter, once the referral has been sanctioned by the CLT manager who will sign it.

Other referrals

- Students whose behaviour about the site during unsupervised time poses a risk to the safety of themselves and others can be placed in SIU at break and lunchtime. In most cases, this will be done on the recommendation of the Head of Learning and with the sanction of the CLT line manager.
- Students who are waiting to be collected by a parent/carer for a fixed short-term exclusion
- Students who, for specific and personal reasons, will serve a fixed short-term exclusion on site with us, rather than at home

Careers Education and Guidance

Great importance is attached to preparing students for the transition from school to further education, training or employment. **Careers guidance** is available at any stage from the school's careers department working with Connexions to support students in making their career choice. **Careers education** lessons form an important part of our PSHE provision.

The well stocked **Careers library** is part of the school and community library and includes PCs which give students access to careers information. All year 10 students spend two weeks on work experience. Considerable effort is made to ensure that students and their parents have as much guidance and information as possible before applications for further education, apprenticeship or jobs are made.

Community Library

The purpose built Community Library and Resource Centre is a superb facility near the entrance to the College. It is open throughout the day with seating for 75 students and is open to the public at certain times, when it is also available for study. There is a wide range of stock to choose from. During the public sessions the library is supervised by trained volunteers from the community. Facilities include:

- the Cambridgeshire Library computer system which allows users access to all the County's library material
- careers information with computer database
- resource packs and magazines
- an area for pre-school children
- fiction and reference books
- tables for study and easy chairs for reading
- Internet access and Microsoft Office access on 15 computers with an additional trolley of 24 laptops
- Photocopying and printing facilities
- TV and Video for research programmes.

The procedures for helping students to transfer from primary school are very good, and the guidance that students receive throughout their time at school in relation to courses and careers is exemplary.

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Extended Schools & Extra Curricular Opportunities

In addition to the normal curriculum there are many extra-curricular opportunities available at Bottisham. These include visits, sports activities, music, drama, and community activities after school. All these are important aspects of young people's learning and experience.

In September 2007 we launched our popular Extended Schools Programme. These activities cover areas such as the arts, sports, dance, music and ICT, and currently run between 3.15 and 5.15pm each day. Our Sports Centre also offers activities to help our students keep active. We have supervised areas (library) where students can study after school on selected days.

Students will need to enrol for these activities, some require additional payment and others are free of charge. Information about these activities are communicated to parents via our Extended Schools Brochure which is emailed to parents each term. It is also available on the school website and on the foyer plasma screen. Please contact the College if you wish to see a copy of our latest brochure.

Visits

There are many opportunities for students beyond the classroom and we encourage trips away from home. For most students these opportunities help develop their self-reliance, a point made by many parents over the years.

In Activities Week

- all Year 7 students are invited to attend Year 7 camp for five days at the end of the summer term
- Year 8s are usually given the opportunity to take part in an outdoor activity week or a foreign residential trip, typically a walking trip to Derbyshire and a trip to Normandy
- all Year 10 students spend two weeks on work experience
- Year 11 buddies are encouraged to attend Year 7 camp as helpers

Past trips abroad have included

- language exchange and study visits to France, Germany and Spain
- a visit to Venice for Year 10 students
- a study exchange with a Dutch school near Amsterdam
- a Ski trip
- a visit to the Somme battlefield for Year 9 students
- a study visit to Paris for Year 10 students

Closer to home, students have the opportunity to go

- to theatres and concerts
- to lectures and exhibitions
- on field trips in science and the humanities
- on Duke of Edinburgh field trips

Visitors to school regularly include

- visiting speakers to lessons
- speakers in assemblies
- visiting theatre groups and musicians
- visiting practitioners at PSHE conference days

Inspirational teachers and role models attract a high proportion of students to extended school activities.

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Sport

Students keen to develop their skills in a particular sporting activity can

- attend after school clubs
- take part in school teams and internal competitions
- join outside clubs in local villages or towns

As well as having an extensive fixture list, Bottisham takes part in district competitions in a wide range of team and individual sports. We send students for trials and each year a number are given representative honours at district, county or national level.

Drama

There is a range of opportunities for students at the College to participate in drama and theatre activities outside of their lessons. These include:

- special workshops and residencies with professional theatre workers – companies, artists and directors
- large and small scale productions; recent ones include Drama Club Pantomimes, Little Shop of Horrors, Macbeth, West Side Story, Romeo and Juliet, Oliver and Return to the Forbidden Planet.
- theatre trips to Cambridge Arts Theatre, Royal National Theatre in London, the Royal Shakespeare Company at Stratford Upon Avon and other venues around the area and in London
- visiting productions; in previous years the college has welcomed Royal National Theatre, the Medieval Players, Eastern Angles, SNAP and Theatre Centre from London.
- GCSE drama students develop leadership skills by helping to run activities for younger students as part of the Extended Schools programme and performances and workshops in local primary schools.
- Extended Schools activities are provided for KS3 students and for GCSE enrichment.

Students are also encouraged to participate in the many amateur and youth theatre groups in the area including the Bottisham Players who are based at the College.

Music

The College provides opportunities for students to follow musical interests of all kinds. Musical groups, which mainly take place during the extended schools programme, include: wind band, orchestra, rock school, a choir and a jazz band. These groups are of a high standard; students are encouraged to develop a sense of loyalty and commitment to every group they attend. There is the opportunity to take part in regular performances, assemblies and larger concerts and productions. Both students and parents, as well as other members of the local community, are encouraged to attend these events; all are welcome.

There are also other opportunities for students to study music theory, music technology and to develop keyboard skills.

We arrange various concert trips to a wide variety of venues locally and further afield. Parental support and involvement is sought and encouraged. We aim to make music enjoyable and productive and are always open to suggestions and new ideas.

Art

The Art department provides various opportunities for students to pursue their interest in art. The art studios are open every lunch time and are frequently used by students in both Key Stages. In addition to this, we offer Extended Schools courses after school.

The department regularly arranges workshops involving professional artists, who bring their expertise and knowledge into the college to work alongside our students, providing an opportunity for new ideas and different ways of working. This work includes the Royal Academy outreach programme and, more locally, Curwen Print at Chilford Hall. Trips to exhibitions locally and in London form an important part of the GCSE course; these visits provide students with direct access to the work of other artists and cultures.

A high proportion of students with wide ranging ability participate in extended school activities that lead to wider achievements in the arts and sports.

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Community Activities

As well as being a day school, the Village College runs an extensive Community Education programme of activities . The programme provides excellent opportunities, which are enjoyed by many adults and young people in the local area. Some classes take place in the day time and also at weekends, in the college and also in other venues.

Contact Sue Tarasewicz on: Bottisham 01223 811372

The Community Education programme benefits college students in many ways; classes, clubs and activities are open to them and include art, drama, pottery, photography and local history.

Information regarding the varied activities is available from the Community Education Office.

Opportunities for adults with disabilities are provided at the College by the charity RED2GREEN. Further details on 01223 811662.

Bottisham Sports Centre has a swimming pool, fitness suite, sports hall, field, gym, tennis courts and floodlit all weather pitch - they are available for hire and provide the opportunity for individual lessons, themed parties for children and a venue for many local sports clubs to meet and play. Sports activities for young people are organised during the school holidays.

Information about all sports activities may be obtained by viewing our website at www.bottishamvc.org/sportscentre or telephoning 01223 811121 or emailing sportscentre@bottishamvc.org.

KS4 Results 2011

Summary Data	All	Percentage	Male	Percentage	Female	Percentage
Number of Candidates	211	100%	89	42%	122	58%
Achieving 5+ A*-C incl English & Maths	143	68%	55	62%	88	72%
Achieving 5+ A*-C	194	92%	79	89%	115	94%
Achieving 5+ A*-G	206	98%	86	97%	120	98%
Achieving 1+A*-C	206	98%	86	97%	120	98%
Achieving 1+ A*-G	209	99%	89	100%	120	98%
Achieving an Entry Level Qualification	209	99%	89	100%	120	98%
Average Capped Score	368		358		375	
Total number of Entries	2054		867		1187	
Average Score per Entry	45.8		44.8		46.6	

Subject	Entries	A*	A	B	C	D	E	F	G	A*-C	A*-G
English Language & Literature (GCSE)	208	5	18	24	31	16	4	1	0	78.4	99.5
English Literature (GCSE)	191	3	19	33	35	7	3	0	1	89.1	99.5
Mathematics (GCSE)	208	7	26	19	23	14	6	2	3	71.6	100
Science (GCSE)	106	1	15	29	41	12	2	0	0	85.8	100
Science: Additional (GCSE)	85	4	13	26	29	24	4	1	0	71.8	100
Science: Additional Applied (GCSE)	19	0	0	0	47	47	5	0	0	47.4	100
Biology (GCSE)	70	44	39	14	3	0	0	0	0	100	100
Chemistry (GCSE)	70	32	41	21	4	1	0	0	0	98.6	100
Physics (GCSE)	70	49	36	14	1	0	0	0	0	100	100
Science (BTEC)	58	0	0	28	72					100	100
Geography (GCSE)	95	19	30	13	23	12	4	0	0	84.2	100
History (GCSE)	81	22	25	33	17	2	0	0	0	97.5	100
Religious Studies (GCSE)	7	14	43	14	14	14	0	0	0	85.7	100
Travel & Tourism (BTEC)	102	39	8	22	31					100	100
Art (GCSE)	71	10	20	37	27	4	1	0	0	93	98.6
Drama (GCSE)	25	12	8	8	32	40	0	0	0	60	100
Music (GCSE)	17	41	12	24	18	6	0	0	0	94.1	100
Media Studies (BTEC)	42	43	19	24	14					100	100
ICT (OCRN)	126	0	68	13	19					100	100
French (GCSE)	51	6	29	35	24	6	0	0	0	94.1	100
German (GCSE)	41	2	24	20	37	12	5	0	0	82.9	100
Spanish (GCSE)	17	18	18	35	18	6	6	0	0	88.2	100
Physical Education (GCSE)	26	19	50	15	12	4	0	0	0	96.2	100
Sport (BTEC)	78	13	26	26	36					100	100
Catering (GCSE)	55	4	20	20	18	31	2	6	0	61.8	100
Construction (BTEC)	24	0	17	17	58					100	100
Graphics (GCSE)	24	0	8	38	17	21	8	4	4	62.5	100
Health & Social Care (BTEC)	32	50	0	25	25					100	100
Textiles (GCSE)	25	0	16	48	16	16	4	0	0	80	100
Horticulture (BTEC)	22	45	9	36	9					100	100
General Studies (GCSE)	5	0	0	0	20	40	0	0	40	20	100

KS3 Results 2011

This tables show the percentage of students at the end of Key Stage 3 achieving each level in 2011.

The number of students at the end of Key Stage 3 is 209.

Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT													
	Percentage at each level												
	W	1	2	3	4	5	6	7	8	EP	Students disappplied	Students Absent	
English	0	0	0	0	9	44	29	18	0	0			
Mathematics	0	0	0	2	7	23	25	24	18	0			
Science	0	0	0	0	9	38	23	30	0	0			
Modern Foreign Languages	0	0	0	2	18	44	31	1	0	0	2	1	
Design and Technology	0	0	0	0	5	2	47	27	1	0		1	
Geography	0	0	0	0	7	45	26	18	3	0			
History	0	0	0	0	11	52	26	9	1	0			
ICT +	0	0	0	0	0	56	43	0	0	0			
Art and Design	0	0	0	0	18	45	21	15	1	0			
Music	0	0	0	0	5	50	34	9	1	0			
Physical Education	0	0	0	0	3	20	43	29	5	0			

W represents students who are working towards level 1, but have not yet achieved the standards needed for level 1.

EP represents exceptional performance.

+ Information and communication technology.

Destinations

The overwhelming majority of our students continue in education full-time at centres in Cambridge, including Hills Road and Long Road Sixth Form College, Cambridge Regional College, Impington Village College, The Netherhall School, the College of West Anglia (Milton) and West Suffolk College. Reports from these centres show that many ex-Bottisham students do well on their chosen courses and the number going to university, including Oxford and Cambridge (often after a gap year) is very high. Many students gain entry to courses, which demand high entry requirements, many complete PhDs and go on to do extremely well in their chosen careers in industry, commerce and the professions.

Destinations of students who left in June 2010 are as follows:

In full– time further education	96%
-On Advanced Courses (level 3) (A Level, Vocational A Level, National Diploma)	79%
-On other courses (entry level 1 & 2)	17%
In employment with training	4%