

Information booklet
2010 - 2011



S a w s t o n
Village College

Introduction by the Principal

As we move forward into the new academic year, we can reflect on another busy but very rewarding year for the College. We strive continually to improve the education we offer our young people; that is the core purpose of our jobs. We thoroughly enjoy their company, their robust good humour and their willingness to work with their teachers to do their best.

It was a pleasure, therefore, that so much of our work was judged to be 'outstanding' by Ofsted when the team visited in November 2008. They were quite bowled over by our young people and told us that they had never seen better behaviour in any school they had visited. They interviewed literally hundreds of our pupils and judged that 'they feel safe, valued and greatly enjoy coming to school'. We were pleased that the team judged our school to be an 'exceptionally strong community that takes excellent care of everyone' and recognised that 'the college sets very high expectations of itself'.

Year on year, standards of achievement continue to rise. Once again, our Year 11 pupils broke all records by achieving our best ever results: 81% of them achieved five or more passes at C and above; 28% of passes were at A* / A; twenty-eight young people achieved 10 or more passes at A* / A.

Some departments deserve particular praise: 100% of our Religious Studies pupils achieved C or above, two of them achieving 100% in their examination papers; 91% of pupils who took Drama at GCSE achieved a C or above; History achieved its highest percentage to date at 87%; in Music it was 86%, in Business Studies 83% and in Art 81%.

The bedrock of our success, however, rests with the core subjects who year on year support our young people to a high level of achievement: English deserves particular credit for their statistics of 82% higher level passes in Language and 84% in Literature; Maths at 76% and Science at 75% round off the picture of success for this wonderful group of young people.

I am immensely grateful to my colleagues who routinely give of their best to support their pupils and to our parents who work so well with the school to help us to do our jobs.

Our driving imperative is to ensure that teaching and learning are as good as they can be. We believe that good teachers make good learners. We take very seriously our teachers' continuing professional development: last year saw the introduction of a fortnightly teaching and learning briefing at which teachers share good practice; a significant number of our teaching staff have now completed and submitted research projects which have been validated through the College's Teacher Learning Academy status and we have a well-established coaching programme through which teachers learn from each other how to improve and develop their practice in the classroom.

We want our young people to feel that the College is their school. To that end, we have a very vibrant model of pupil leadership. The Senate, which comprises the Head Boy and Girl, the Deputy Head Boy and Girl and the Chairs of three fora, Ethos, Learning and Environment, works together to lead pupil voice in the school; its members harness the

energy and creativity of over one hundred pupils who in turn represent their peers in all year groups. Their input has been invaluable in moving the school forward in recent years; not only do they help to shape the future of the school, they also provide excellent rôle models for other pupils and represent the College very ably and positively in school and beyond it.

Last year saw the beginning of our new specialism. We are now a specialist Science and Language College. This joint specialism brings with it funding to support the teaching of Science, Mathematics and Modern Foreign Languages. We were delighted to take ownership of our new Science building, completed in July 2009. It has given us wonderful new facilities for the teaching of Science to the delight of our staff and pupils.

This year sees the expansion of our facilities for vocational education with the building of a new wing for Food Technology and Hospitality. This will support us to offer our pupils access to the new diploma in Hospitality from September 2010, a course we believe will be very popular.

Beyond this, we will be embarking on a further extensive building project that will offer us new facilities for Maths, ICT and Geography. At the end of the programme, we believe we will have a campus that is truly fit for the 21st Century and that reflects the quality of our educational provision.

We gained national recognition for our work in support of vulnerable children, young people and their families following a visit by the Department for Children, Schools and Families (DCSF). They returned to make a DVD featuring our staff to be shown at national conferences.

Linked to that work, we have built an extensive programme of after-school activities which go beyond the normal diet of school clubs. Our pupils now have access to many exciting activities: archery, yoga, cookery, fencing – even cheer-leading! An innovation from September 2009 is the introduction of a 'safe place to be' for 11 – 14-year-olds which offers them access to a wide range of activities led by our Youth Team from 3.15 – 6.00 pm at very low cost. We believe this will be an invaluable service for working parents and fits well with our commitment to working in partnership with families to support our young people to become the best they can be.

I feel privileged to be able to lead a staff of very high calibre, whose commitment to the College is evidenced by their hard work and their buoyant good humour. We like young people here at the College: we enjoy their company; we want the best for them.

I hope you and your family will join us on Thursday 1st October at 6.30 pm for our Open Evening, when you will have the opportunity to judge for yourself the quality of education we offer to our young people.

When you have considered our provision and met our staff and pupils, I hope you will feel able to trust us with the education of your child. I look forward to working with you.

June Cannie, Principal

Sawston Village College Code of Conduct

Statement of shared values

Sawston Village College regards each member of the school community as a valuable individual, regardless of race, social background, gender or ability.

Good relationships lie at the heart of a good school and support each individual to do his or her best academically and personally. **Fairness, trust** and **mutual respect** are essential to creating an encouraging and positive community.

All members of the school community have the **right to be safe**, cared for and supported.

Learning is a **partnership** of pupils, parents and school. It can only take place in a calm, ordered environment.

All members of the school community have joint responsibility for the **success** of the school and its pupils and for building trust and a positive relationship between the College and its wider community.

Working together, staff and pupils, we aim to develop a **culture of excellence** within the College.

Important principles

Pupils have the responsibility to:

- treat all members of the school and the wider community with respect;
- take responsibility for their own learning in school and at home;
- be willing to work and to let others work;
- do their best to achieve their full potential;
- behave in a considerate and thoughtful way in lessons, around school and in the wider community;
- maintain high standards of school uniform in accordance with the College dress code;
- maintain high standards of punctuality and attendance;
- respect the school and classroom environment.

Pupils have the right to expect:

- respect for them as people and for their potential;
- good quality teaching and an enjoyable and beneficial classroom experience;
- regular assessment of their work and advice on how to improve;
- safety from bullying or harassment in any form;
- a quiet, calm atmosphere in the classroom and around the school;
- recognition and encouragement of their achievement and success;
- a fair and consistent approach from their teachers;
- that their teachers will want them to achieve to the highest level they can;
- a clean and pleasant working environment;
- a wide range of extra-curricular opportunities.

Key rules

To prepare for learning

Arrive on time to school and to lessons.

Bring the right books and equipment to every lesson.

Complete homework to the best of your ability and hand it in on time.

Be prepared to play a full part in every lesson by working to the best of your ability in class.

In the classroom

Listen when the teacher or another pupil is talking.

Put your hand up if you wish to comment or answer a question.

Do what the teacher asks at the first time of asking.

Leave other pupils and their equipment alone.

Remain in your seat, as appropriate.

School rules to support the Code of Conduct

Uniform

You must wear the correct uniform, including shoes, at school and on the way to and from school. There is a full uniform list in your planner. Outdoor coats may not be worn in classrooms.

Movement in school

It is very important that everyone moves around school sensibly and with consideration for others, avoiding areas where over-crowding might lead to risks to safety.

- Keep to the left in corridors, in stairwells and in doorways, unless otherwise instructed.
- Don't run in or around the school buildings or in and out of the buildings.
- Keep to pathways.
- Use the correct staircase in the Edinburgh Wing.
- Keep off all grassed areas: The only exceptions to this are: the school field which is generally in use in the summer and early autumn terms; the area between the Library and the Maths mobiles and the garden behind the Student Centre. Please note, these last two areas are intended to be used as quiet social spaces and not for games.
- Enter the Music and Drama block from the playground only; the reception area is not a throughway.
- Don't cycle in the school grounds.

Please remember that the Fountain Court and Library Court are heritage areas and not to be used for games. Similarly, many members of the local community visit Fountain Court to access the Public Library. It is important that the impression they have of our school is positive.

Eating and drinking in school

- ▶ You may eat in the Dining Hall at morning break and in the lunch-hour.
- ▶ You may eat outside, using the picnic tables provided.
- ▶ You may drink water in lessons, unless there is a risk to health and safety or to expensive equipment e.g. in Science or ICT lessons. Please note, you may not drink anything other than water in lessons; fizzy or energy drinks are not allowed in school. You will not be allowed to leave lessons to fill your water bottle.
- ▶ Please put your litter in the bins provided.
- ▶ Chewing gum is not allowed in school.

School buildings, fittings and furniture

It is the responsibility of all of us to make sure that these stay in good repair.

- ▶ Only adjust blinds or heating if a teacher gives you permission.
- ▶ Report any damage to Reception immediately.
- ▶ Make sure that your table and chair are neatly arranged at the end of each lesson.

Indoor lunchtimes

If the weather is poor, you are allowed to use your form room during the lunch hour for quiet activities. For reasons of health and safety, Technology classrooms and Science Laboratories may not be used without supervision. Pupils whose form rooms are not available on wet days should use the indoor space appropriate for their year group.

Rules for social and indoor spaces in the lunch hour

Year 7 pupils may use the Henry Morris Hall. You may eat your packed lunch in the Hall if you wish. The Hall is not intended as a play space. Everyone who uses it **must** take a seat and sit down with their friends. It is essential that you stack your chair and put any litter in the bin provided when you leave the hall.

Years 8 and 9 may use the Multi-purpose Hall during wet lunch hours. Again, that is intended as a quiet space for socialising; all pupils using it must be seated. Please note that you are not allowed to eat in the Multi-purpose Hall unless under adult supervision, as it is also a PE space.

The Youth Centre is the social space for Years 10 and 11.

There are also picnic tables across the site. These areas are ball game free zones.

Leaving school premises

You may only leave during the school day if you have written permission from a parent, authorised by your Year Manager, for you to go home for lunch or to keep an authorised appointment. In the case of an appointment, you must sign out in the Duty Room before leaving.

For reasons of safety you must never leave school without permission

At the end of the school day, it is important to keep the school entrances clear, also for reasons of safety. Similarly, pupils who wait in the playground for the buses must wait in the designated bus queue areas. Everyone must stay clear of the buses as they enter, manoeuvre in the playground and leave.

Ball games

The school field may be used for ball games and other recreational purposes during the lunch hour in the first half of the Autumn Term and in the Summer Term, weather and underfoot conditions permitting and provided that litter is put in bins. It is not available at break time. Ball games are not allowed on the playground because of the risk of injury to pupils or damage to windows. They may be played on the Astroturf and tennis courts with the permission of the PE Department.

Please note, rough contact games are not to be played at any time because of the risk of injury.

Behaviour in lessons

Teaching and learning require a calm, orderly environment to be successful. Every pupil has responsibility for maintaining that. Any pupil who disrupts others' learning must expect to be given a school punishment. This may take the form of an after-school detention. Parents will be given 24 hours' notice of that and are expected to give their permission. Any pupil who fails to attend detention on the due date will be isolated during break and lunchtime the following day in addition to completing the original detention on the next detention evening.

Smoking/drugs/alcohol

Smoking is viewed as a serious breach of school rules. Pupils who bring smoking materials (for example, cigarettes, lighters, matches, etc) into school, who smoke or who are in a group of pupils who are smoking will be punished for breaking the rules. Repeated breaches of the rules are likely to result in more serious sanctions. The possession or use of unprescribed drugs, illegal substances or alcohol during the school day will be treated as a very serious offence and will result in a temporary exclusion from school. Any attempt to sell or provide such substances to other pupils may result in permanent exclusion.

Internet safety

It is extremely important that you do nothing in an ICT room or while using the school's computer network that causes a risk to you, to other pupils or to the network. Your teacher will underline the rules to you at the start of term. There will be serious disciplinary consequences for any pupil who compromises the school network in any way. Further, any pupil who takes photos or a film of any activity in a school classroom or on school premises without permission is likely to be excluded temporarily from school. Similarly, the posting of such photos or films on any social networking site will have serious consequences for the individual or group who posted them.

Personal property

Your property is your responsibility. Use your locker. To avoid loss or damage, we do not allow you to bring to school any valuable items, such as iPods, MP3 players, radios, computer games or anything which might disrupt lessons, for example, mobile phones or pagers. Similarly, it is viewed as a very serious breach of school rules if you bring into school anything which might cause harm or upset to other pupils, for example, laser pens, knives or pellet guns, even toy ones which could be mistaken for the real thing. Please note that any such items confiscated by staff will be returned after 48 hours and only to a parent.

Repeat offences will result in a longer period of confiscation, initially a week. We expect you to leave other people's property alone.

Punctuality

This is a large site, so you need to move swiftly at lesson changeover. If you are late to a lesson, the most important point to remember is that you should not interrupt the work of the class. If you are late because another teacher has asked to see you, ask that teacher for a note.

If you are late you should:

- sign in at the Duty Room;
- move swiftly to your lesson.

Illness during the school day

Reception staff are not legally allowed to provide any form of pain relief. They are first-aid trained to enable them to deal with injury or to assess whether a pupil is so ill, he or she has to go home. If you feel *really* ill during the course of the school day, you must have the written permission of your teacher before you report to Reception.

Similarly, Reception staff will only administer medicines that have been prescribed by a doctor. Any such medicines that you have to take during the school day should be handed in to the office in their original container. You should go to the office between lessons to take them. Only in exceptional circumstances should you interrupt your own or others' learning to go to the office.

Attendance

Regular attendance at school is of vital importance both on educational grounds and in preparation for future life. If leave of absence is required for any reason other than illness a request for this should be sent to the Year Manager with as much notice as possible. Please note that holidays in term time cause a great deal of disruption to your learning. They can only be authorised in special circumstances by your Year Manager or by a member of the Senior Leadership Team.

If you are absent from school for any reason your family should:

- send a note to the form tutor on the day you return to school;
- telephone or write to your Year Manager if the absence is likely to be for more than two days.

It is your responsibility to catch up on any work you miss because of absence.

School trips

You will be offered many opportunities to take part in school trips during your time at the College. It is important that you understand that:

- the school reserves the right to withdraw you from a trip if your behaviour in school has been poor;
- school rules apply on all school trips;
- if you behave badly on a trip, it is likely that you will face school sanctions on your return and that you will be banned from future trips.

This is your school. We expect that you will work with your teachers to make it the best it can be.

Rewards

Merit awards

Merit awards recognise a positive contribution to lessons or to the life of the school.

You will receive certificates to mark your success as follows:

- burgundy, when you have collected 20 merits, three of which must be community merits;
- silver, when you have collected 40; again three of these must be community merits;
- gold, for 60 merits, including three community merits;
- platinum for 80 merits, again with three community merits.

A certificate will only be awarded if your Year Manager has awarded an attendance merit, indicating that your attendance has been very good.

Additionally, letters or praise cards will be sent by your Year Manager or the Principal for very positive results in our termly reports or exceptional work at any time.

There will also be a half termly award to pupils who have been nominated by their form tutor for an outstanding contribution in school.

A partnership against bullying

Bullying is behaviour which causes someone else to feel frightened, threatened or hurt: it has no place in our school.

Everyone has the right to be safe in school and on the way to and from school.

- You should not have to suffer name-calling.
- You should not have to suffer physical violence.
- You should not have to suffer racist, sexist or homophobic comments or behaviour.
- Your possessions are your property. No one else has the right to touch them without your permission.

In short, you should not have to suffer in any way as the result of another's actions or words.

It is the responsibility of all of us – staff and pupils – to make sure that bullying has no place in our school.

We can help to create the right conditions for a bullying-free school in the following ways:

- by showing respect for each other;
- by dealing fairly with each other;
- by noticing when bullying is happening and speaking out against it;
- by reporting it to a teacher or another adult if it continues;
- by treating name-calling seriously – it is bullying;
- by avoiding bad language, which allows bullying to flourish.

If we know that bullying is happening and do nothing to stop it, then we are equally guilty and share the responsibility for someone else's unhappiness.

Uniform list

To ensure their smart appearance in and around the College and on their way to and from school, it is important that all of our pupils conform to the College dress code.

Girls

Skirt	Black; plain fabric, not denim, denim-look or fashion fabric; conventional school uniform style, not flounced, approximately knee-length.
Trousers	Black; plain traditional school uniform fabric, not denim or denim-look; conventional school uniform style, not fashion trousers. For example, combat trousers, flared trousers, or trousers with studs, fashion belts or beads on them are not acceptable. Trousers should sit on the waist, not the hips. No underwear should be on show at any time.
Polo shirt	White with school crest
Sweatshirt	Burgundy with school crest
Socks	Black
Tights	Black or natural; unpatterned
Shoes	Conventional black leather-type shoes, with back with no logos, stripes or coloured laces; no platform soles; all shoes must be either flat or with a low heel for reasons of safety. No boots or trainers may be worn.

Boys

Trousers	Black; plain traditional school uniform fabric, not denim or denim-look; conventional school uniform style, not fashion trousers; trousers should sit on the waist, not the hips; no underwear should be on show at any time.
Polo shirt	White with school crest
Sweatshirt	Burgundy with school crest
Socks	Black
Shoes	Conventional, black leather-type shoes with no logos, stripes or coloured laces. No boots or trainers may be worn.

Sports Kit

Maroon rugby shirt
Maroon polo shirt with school logo
Black games shorts
Long maroon socks
White ankle socks
Swimming trunks (boys) and towel
One piece swimming costume (girls) and towel
Trainers or plimsolls
Football boots or hockey boots
Shin pads and gum shield (**very strongly recommended for boys and girls**) for hockey and rugby.
Hair tie to tie back long hair for safety reasons

Optional Extra

Black jogging bottoms
(if weather is cold outside).

General

- Trainers may be worn in the school buildings **only** for PE and Drama lessons. They may **not** be worn in the buildings at any other time. If pupils choose to wear them **to play games** in the lunch hour, they **must** change into shoes before entering the buildings. Provision of a boot bag, or similar, for trainers would be sensible.
- It is expected that all pupils will wear the polo shirt and sweatshirt together. The collar of the polo shirt must be worn over the sweatshirt. Pupils may, of course, remove the sweatshirt if they wish to adjust their temperature. However, it is important to note that no other garment may be substituted for the sweatshirt. It is not, for example, acceptable to wear the polo shirt with an outdoor coat or jacket worn over it.
- If a pupil is cold and wishes to wear an extra garment **under** the polo shirt it must be white, without a logo and **not visible** above the neckline of the polo shirt.
- Outdoor coats and jackets must be removed in classrooms.
- No denim or denim-look clothing may be worn in school. This includes denim jackets worn as outdoor coats.
- It is not acceptable to wear a fashion sweatshirt or hooded top as an outdoor coat. An outdoor coat should be plain without fashion logos.
- Scarves and pashminas may only be worn with suitable outdoor clothing not as fashion items.
- Baseball caps are not allowed in school.
- No jewellery may be worn except stud earrings, one in each ear. No charity, friendship bracelets or coloured bands may be worn.
- The wearing of nose-studs, tongue studs or any other face piercing is strictly forbidden.
- Shaven heads (below grade 2), extreme styles or colours are not acceptable.
- No make-up, including nail polish, may be worn.

The School Curriculum

Year 7

Art
Citizenship
Design and Technology
Drama
English
French
Geography
History
Information and Communication Technology
Learn to Learn (L2L)
Mathematics
Music
Personal, Social, Health and Economic Education (PSHEE)
Physical Education (PE)
Religious Education
Science

Pupils are setted by ability in Mathematics and Science, based on detailed information provided by their primary schools. In all other subjects they are taught in mixed-ability form groups.

French is setted at the end of the Autumn Term to allow fast-tracking to GCSE at the end of Year 9 or 10 for able linguists; they can then take another language or prepare for post-16 study in Year 10 or 11.

Some pupils are invited to undertake intensive literacy support instead of French. They then have the choice of Spanish or German at the start of Year 8.

Science is taught as three distinct disciplines: Biology, Physics and Chemistry.

Pupils with special educational needs are given help by the Special Needs Department. Pupils are supported in lessons and, where appropriate, are given a regular programme of individual support.

Years 8 and 9

Pupils continue with all the courses they have started in Year 7; L2L is taught only in Year 8, however. In Year 8, a second foreign language, either Spanish or German, is offered to those pupils, who have shown an interest in or an aptitude for languages, usually some three-quarters of the year group.

Those who require additional support with literacy skills undertake an accredited Youth Award course.

In these years, pupils are generally grouped according to their ability in individual subjects and moved up or down as appropriate to their progress. Some subjects continue to be taught in mixed-ability groups.

Years 10 and 11

All pupils follow a core curriculum, then choose additional subjects from a wide range of possibilities.

Core GCSE subjects

English (including English Literature for the majority)
Mathematics (including Statistics for able mathematicians)
Science
French, Spanish or German

Optional subjects

Art
Business Studies
Certificate of Personal Effectiveness (CoPE)
Construction
Dance
Drama
English Literature
French, German or Spanish
Geography
Health and Social Care
History
Hospitality (Diploma)
ICT
Information Technology
Music
Physical Education
Religious Education
Sport and Active Leisure (Diploma)

Pupils will be able to choose to study other 14-19 diplomas at other schools one day a week should they wish to do so.

Pupils also take non-examination courses in Religious Education, PSHEE and PE.

The curriculum is designed to give as much choice as possible following careful guidance in Year 9, involving pupils and parents. The aim of the guidance process is to construct a balanced course, which suits each pupil's abilities, interests and possible choice of career.

Special Needs

The College ethos reflects the inclusion agenda and aims to meet the needs of all of its pupils, including those with disabilities. Disabled access is available in most buildings and in most subject areas.

The Special Needs Coordinator leads a team of well-qualified Teaching Assistants (TAs) who work closely with subject teachers to plan the most effective use of TAs' time and skills in the classroom. They also offer support to pupils in specific skill areas outside the classroom.

The department offers accreditation in Youth Award. This supports those pupils whose literacy skills are weak to catch up with their peers. Its staff also manages a programme of paired reading, where senior pupils read with less confident readers before the start of the school day.

There is also a range of lunchtime opportunities organised by the department, such as a Homework Club, Lego Club and a thriving Chess Club.

Homework

We consider homework to be an essential component of the curriculum. Pupils have a right to homework, which is within their capability to complete, and which consolidates the work they have done in school, extends their learning and develops independent study skills, which will serve them well in later life.

There is a homework timetable for each year group. Subject teachers work within that to ensure an even spread of homework tasks.

To help them plan and organise their school lives, pupils are issued with a planner at the beginning of the school year. We expect that they will note their homework tasks clearly in the planner each lesson. We ask that parents sign the planner every two weeks. In that way, parents can maintain an overview of their child's progress and commitment to completing homework.

It is important that parents let us know if their child is doing too much or too little homework – either would be a cause for concern. In the first instance, a concerned parent should contact the Form Tutor or Year Manager.

To support good homework habits, we provide access to computers and a supervised and supported study facility from 3.15 - 4.45pm Monday - Thursday.

Religious Education

Religious Education is provided in accordance with the agreed syllabus and the requirements of the National Curriculum. Pupils may be excused attendance at assemblies and Religious Education lessons on written application to the Principal. Any pupil excused from either of these aspects of the curriculum will work in supervised conditions for their duration.

Sex Education

Sex Education is taught to all pupils at a level commensurate with their age and needs, in several areas of the curriculum, most particularly within Science and through the Personal, Social, Health and Economic Education (PSHEE) programme, which runs over five conference days through the year. We aim to present facts in an objective, balanced and sensitive manner within a clear framework of values, which centres on respect and care for each other and for family life.

Parents who do not wish their child to receive Sex Education at school have the right to withdraw him or her from these lessons, apart from National Curriculum Science. They should in the first instance contact the Year Manager to discuss.

Careers Education

All pupils receive a structured programme of Careers Education through the PSHEE programme. Additionally, they have access to professional careers guidance through the Connexions Service.

In Year 9, pupils have individual and small group interviews with the Inclusion Tutor or Year Manager and also with a member of the Senior Leadership Team to support their choice of option subjects for Key Stage 4.

In Year 10, all pupils participate in a programme of work experience. This is supported by the strong links the College has with local businesses. These links allow us also to offer our pupils a programme of visits to local firms and talks by visiting speakers from the world of business and commerce.

Almost all of our pupils each year continue their studies beyond 16 at one of the Collegiate Board 6th Form Centres.

Equal Opportunities

Sawston Village College is committed to equality of opportunity for all regardless of race, religion, gender, ability, disability, sexuality and social background.

Child Protection

It may be helpful for parents to 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 non-accidental injury, neglect, emotional or sexual abuse. Schools are encouraged to take the attitude that, where there are grounds for concern, they should be very cautious and seek advice from Social Services, rather than put a child's safety at risk. Occasionally, this means that a concern is passed on which proves to be unfounded. It is hoped that families will appreciate how difficult it is for the school to carry out this delicate responsibility and accept that the Principal or her representative was acting in good faith and in the best interests of the child.

Concerns or complaints

On the rare occasion when parents are dissatisfied with any aspect of the school's provision, the Governors have established procedures to allow staff and parents to resolve them. In the first instance parents should contact the Principal. A copy of the full complaints procedure is available on request from the College, or can be downloaded from the College's website.

We welcome feedback from parents and pupils about the quality of educational experience we provide. Each year we conduct a random survey of parental opinion through an external research company, which helps us to direct the work of the school. Pupils have the regular opportunity to feed back their views through our Pupil Senate and the associated Ethos, Learning and Environment Fora, which meet regularly to focus on issues of importance in the school lives of our pupils.

Admissions Policy 2009-10

Sawston Village College is a state-maintained mixed comprehensive foundation school providing secondary education for pupils in the 11-16 age range. Its published admissions number is 230.

The College is not selective in its intake and all pupils who are able to access the National Curriculum are entitled to a place.

Most pupils are drawn from the seven local primary schools set out below, but each year a significant number of pupils apply to join the school from outside its defined catchment area.

For admission into Year 7 in September 2010, the LA, on behalf of the Governing Body, will offer places to 230 children. Should there be applications above that limit, the following admissions criteria would be applied; it is important to note that all preferences will be treated equally:

Oversubscription Criteria

Children who have a statement of special educational needs that names the school will be admitted.

NB. Those children with a statement of special educational needs that does not name the school will be referred to Student Assessment to determine an appropriate place.

1. Children in care, also known as Children Looked After (CLA).
2. The attendance of a sibling (i.e. a brother or sister who lives in the same family unit) at the time of admission.
3. Pupils who attend the following primary schools and live within the College's catchment area: Babraham, The Bellbird, Duxford Community, Great and Little Shelford, The Icknield Sawston, Stapleford Community and William Westley Whittlesford; for more detailed information on the College's catchment area, parents may contact the Local Authority's Admissions Department.
4. Pupils who do not attend the above primary schools but whose home address is within the catchment area.
5. Pupils who live outside the catchment area, who attend primary schools within it and who have a sibling at the school at the time of admission.
6. Pupils who attend the above schools but whose home address is outside the catchment area; (for the purposes of this policy, home address refers to the address of the adult/s with parental responsibility with whom the child normally lives; the home address is that which applies at the time of application – for further clarification, please see the LA's booklet 'Admission to secondary schools in Cambridgeshire—a guide for parents').
7. Children who live nearest the school according to the shortest available travel route.

In cases of equal merit, priority will go first to children living nearest the school according to the shortest available travel route. The distance, for admissions purposes, is measured using the straight line distance from the centre point of the home to the main pupil entrance to the school. These distances are produced by the LA Admissions team for the school. For families who live outside the area covered by the Cambridgeshire mapping system, distances are determined using a combination of local maps and on-line resources. Interviews for the purpose of admissions are not lawful and are therefore not included as part of the admissions procedures.

The application process for admissions into Year 7 is co-ordinated by Cambridgeshire LA, which acts on behalf of the governing body to offer places at the College. Parents should submit an application form, available from their child's primary school or from the LA Admissions Team, no later than 6th November 2009. Offer letters will be issued by the LA on 1st March 2010. Late applications (those submitted between 7th November 2009 and 30th September 2010) will be handled by the Admissions Team. Please note that the address used for admission purposes is the home address at the time of application.

To apply for a place after the start of term or in any other year group, please contact Miss Cox at the College on 01223 712818 or at gcox@sawstonvc.org or the LA Admissions Team South on 01223 699200 or at admissions@cambridgeshire.gov.uk, for an application form.

Any child who is refused a place at the College has a right of appeal to an independent appeal panel convened from the LA's pool of trained independent panel members. They will take into consideration the circumstances of the case put before them; any decision they make is binding on the College and the parents concerned. Any parent wishing to appeal should put their case in writing to the Chair of Governors, who will arrange for a panel to be convened.

In the event that a particular year group be oversubscribed, the LA Admissions Team would hold the initial reserve list on behalf of the governing body until the end of the first week of the autumn term in the initial year of intake. Currently, there is no reserve list.

Any parent who requires further information regarding the school's admissions policy should, in the first instance, contact Miss Cox, The Principal's PA.

SCHOOL TERMS AND HOLIDAY DATES 2010 – 2011

2010

Autumn Term begins	2 September
Half Term	25 – 29 October
Autumn Term ends	17 December

2011

Spring Term begins	5 January
Half Term	21 – 25 February
Spring Term ends	8 April

Summer Term begins	26 April
May Day	2 May
Half Term	30 May – 3 June
Summer Term ends	22 July

TIMING OF THE SCHOOL DAY

8.30 - 8.50	Registration
8.50 - 9.50	Lesson 1
9.50 - 10.50	Lesson 2
10.50 - 11.10	Morning Break
11.10 - 12.10	Lesson 3
12.10 - 1.10	Lesson 4
1.10 - 2.05	Lunch
2.05 - 3.05	Registration & Period 5

Attendance Figures for the 2008/2009 academic year

An authorised pupil absence is one which is sanctioned by parents and endorsed by the College.

Number of pupils on roll	1038
Percentage of authorised absence	7.7%
Percentage of unauthorised absence	1%

Destination of Leavers

Pupils pursuing full time education	96.5%
Pupils in employment and training	0.5%
Pupils in employment	1%
Pupils seeking employment	2%

The Governing Body

Seven Parent Governors - elected by parents

	End of Term of Office
Mrs C Buckingham	2010
Mrs C Butler	2010
Mrs C Davidson	2012
Mr G Newnham	2010
Mr M Postle	2010
Mrs J Worster	2013
Vacancy	

Two LA Governors—appointed by the local authority

Dr D Bard	2010
Dr G Kenney	2010

Two Teacher Governors—elected by members of the teaching staff

Mr S Mastin	2010
Miss C Plant	2010

One Staff Governor—elected by non-teaching staff

Mrs J Bennett	2011
---------------	------

Four Partnership Governors—nominated by parents of pupils currently at the college and members of the local community (parents are not eligible to be partnership governors)

Mr B Ashurst	2010
Mr P Jones	2010
2 Vacancies	

Co-opted Governors—appointed by the governing body

Mr D Lamkin (Chair)	2010
Mrs P Stanton	2010
Mr R Cowling	2012

The Principal

Mrs M J A Cannie

The Clerks

Mrs R Whitlam and Miss G Cox

Summer 2009 GCSE Results

Subject	Gender	Entry	A*	A	B	C	D	E	F	G	U	X	% A*-C
English Language	Male	110	2	19	32	34	7	7	7	2	0	0	79
	Female	88	7	16	35	17	11	2	0	0	0	0	85
	Total	198	9	35	67	51	18	9	7	2	0	0	82
English Literature	Male	89	5	13	29	26	14	1	1	0	0	0	82
	Female	79	3	15	32	18	8	2	0	0	1	0	86
	Total	158	8	28	61	44	22	3	1	0	1	0	84
Mathematics	Male	111	17	11	20	41	12	3	1	3	3	0	80
	Female	89	10	13	12	28	14	4	5	2	1	0	71
	Total	200	27	24	32	69	26	7	6	5	4	0	76
Biology	Male	33	9	13	8	3	0	0	0	0	0	0	100
	Female	20	10	8	2	0	0	0	0	0	0	0	100
	Total	53	19	21	10	3	0	0	0	0	0	0	100
Chemistry	Male	33	11	14	8	0	0	0	0	0	0	0	100
	Female	20	11	8	1	0	0	0	0	0	0	0	100
	Total	53	22	22	9	0	0	0	0	0	0	0	100
Physics	Male	33	16	15	2	1	0	0	0	0	0	0	100
	Female	20	15	4	1	1	0	0	0	0	0	0	100
	Total	53	31	19	3	2	0	0	0	0	0	0	100
Engineering	Male	22	0	0	6	16	0	0	0	0	0	0	100
	Female	0	0	0	0	0	0	0	0	0	0	0	n/a
	Total	22	0	0	6	16	0	0	0	0	0	0	100
Science Single Award	Male	78	0	10	30	20	11	1	5	1	0	0	77
	Female	71	3	10	23	19	10	5	1	0	0	0	73
	Total	149	3	20	53	39	21	6	6	1	0	0	77
Science Applied	Male	78	0	4	18	32	15	2	7	0	0	0	69
	Female	69	0	9	15	24	16	4	0	1	0	0	70
	Total	147	0	13	33	56	31	6	7	1	0	0	69
Science for the 21st Century 2nd award	Male	75	0	13	20	16	14	6	4	1	1	0	0
	Female	72	0	8	28	19	12	3	1	1	0	0	0
	Total	147	0	21	48	35	26	9	5	2	1	0	0
Art	Male	19	1	0	6	7	4	0	1	0	0	0	74
	Female	38	0	8	4	20	4	1	0	0	0	1	84
	Total	57	1	8	10	27	8	1	1	0	0	0	81
D&T: Electronic Products	Male	16	3	2	4	3	3	0	1	0	0	0	75
	Female	2	0	0	1	0	1	0	0	0	0	0	50
	Total	18	3	2	5	3	4	0	1	0	0	0	72
D&T: Food Technology	Male	53	2	4	9	22	10	4	1	1	0	0	70
	Female	57	7	10	14	16	6	3	0	1	0	0	82
	Total	110	9	14	23	38	16	7	1	2	0	0	76
D&T: Graphic Products	Male	19	0	0	3	6	3	3	2	2	0	0	47
	Female	14	0	2	4	2	2	3	1	0	0	0	57
	Total	33	0	2	7	8	5	6	3	2	0	0	52
D&T: Resistant Materials	Male	22	1	1	7	5	2	4	1	1	0	0	64
	Female	2	0	1	0	1	0	0	0	0	0	0	100
	Total	24	1	2	7	6	2	4	1	1	0	0	67
D&T: Textiles Technology	Male	1	0	0	0	0	0	1	0	0	0	0	n/a
	Female	15	0	1	6	4	3	1	0	0	0	0	73
	Total	16	0	1	6	4	3	2	0	0	0	0	69
Design & Technology All options	Male	111	6	7	23	36	18	12	5	4	0	0	65
	Female	90	7	14	25	23	12	7	1	1	0	0	77
	Total	201	13	21	48	59	30	19	6	5	0	0	70
Drama	Male	17	4	3	3	5	1	1	0	0	0	0	88
	Female	30	3	6	9	10	2	0	0	0	0	0	93
	Total	47	7	9	12	15	3	1	0	0	0	0	91

<i>Subject</i>	<i>Gender</i>	<i>Entry</i>	<i>A*</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>U</i>	<i>X</i>	<i>% A*-C</i>
French	Male	43	3	3	4	4	9	9	9	2	0	0	33
	Female	58	6	2	6	10	10	17	6	1	0	0	41
	Total	101	9	5	10	14	19	26	15	3	0	0	38
Geography	Male	36	2	7	5	12	6	3	0	1	0	0	72
	Female	26	3	6	3	7	2	3	0	2	0	0	73
	Total	62	5	13	8	19	8	6	0	3	0	0	73
German	Male	31	4	2	3	12	4	5	0	1	0	0	68
	Female	13	2	3	2	1	0	2	2	1	0	0	62
	Total	44	6	5	5	13	4	7	2	2	0	0	66
Health & Social Care	Male	0	0	0	0	0	0	0	0	0	0	0	n/a
	Female	36	0	0	3	17	6	8	2	0	0	0	56
	Total	36	0	0	3	17	6	8	2	0	0	0	56
History	Male	62	8	14	17	16	4	2	1	0	0	0	89
	Female	44	10	13	8	6	4	2	0	1	0	0	84
	Total	106	18	27	25	22	8	4	1	1	0	0	87
Information Technology	Male	32	0	2	4	6	5	7	6	2	0	0	38
	Female	4	0	0	0	1	1	0	2	0	0	0	25
	Total	36	0	2	4	7	6	7	8	2	0	0	36
Dance	Male	0	0	0	0	0	0	0	0	0	0	0	n/a
	Female	15	0	0	1	5	3	6	0	0	0	0	40
	Total	15	0	0	1	5	3	6	0	0	0	0	40
Music	Male	21	3	6	7	2	2	0	1	0	0	0	86
	Female	8	3	1	2	1	1	0	0	0	0	0	88
	Total	29	6	7	9	3	3	0	1	0	0	0	86
Physical Education	Male	45	1	5	12	7	13	5	1	1	0	0	56
	Female	14	3	3	3	1	4	0	0	0	0	0	71
	Total	59	4	8	5	8	17	5	1	1	0	0	59
Religious Studies	Male	11	4	5	1	1	0	0	0	0	0	0	100
	Female	23	16	5	1	1	0	0	0	0	0	0	100
	Total	34	20	10	2	2	0	0	0	0	0	0	100
Spanish	Male	22	3	3	1	9	4	2	0	0	0	0	73
	Female	22	4	9	6	1	2	0	0	0	0	0	91
	Total	44	7	12	7	10	6	2	0	0	0	0	82
Statistics	Male	26	7	11	5	3	0	0	0	0	0	0	100
	Female	20	4	12	4	0	0	0	0	0	0	0	100
	Total	46	11	23	9	3	0	0	0	0	0	0	100
Business Studies	Male	37	2	1	7	0	5	1	0	1	0	0	81
	Female	10	0	1	6	2	1	0	0	0	0	0	90
	Total	47	2	12	13	12	6	1	0	1	0	0	83
Construction	Male	46	0	0	0	6	0	0	0	0	0	0	100
	Female	0	0	0	0	0	0	0	0	0	0	0	n/a
	Total	46	0	0	0	46	0	0	0	0	0	0	100
Italian & Russian	Male	2	2	0	0	0	0	0	0	0	0	0	100
	Female	0	0	0	0	0	0	0	0	0	0	0	n/a
	Total	2	2	0	0	0	0	0	0	0	0	0	100
ALAN GCSE equivalent Grades	Male	10	0	0	5	0	0	0	5	0	0	0	50
	Female	10	0	0	4	0	0	0	6	0	0	0	40
	Total	20	0	0	9	0	0	0	11	0	0	0	45
FINAL TOTAL	Male	1158	110	178	256	348	134	61	50	18	3	0	77
	Female	917	120	166	208	212	111	63	25	9	2	1	77
	Total	2075	230	344	464	560	245	124	75	27	5	1	77

2009 GCSE

Grades as a percentage of entry

A*	A	B	C	D	E	F	G	U	X	%A*-C
11%	17%	22%	27%	12%	6%	4%	1%	0%	0%	77%

81% of pupils achieved 5 or more passes at C or above.

28% of all entries resulted in A* or A grades.

50% of all entries resulted in A*, A or B grades.

Sawston Village College

Sawston Village College
New Road
Sawston
Cambridge CB22 3BP

Telephone: 01223 712777

Fax: 712754

Community Education: 712424

Email: office@sawstonvc.org

Websites

School: www.sawstonvc.org

Community Education:
www.bepartnership.org