



BASSINGBOURN
VILLAGE COLLEGE

PROSPECTIVE PARENTS INFORMATION BOOKLET



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Welcome to Bassingbourn Village College.

We are very sad that we are not able to hold our Open Evening and Open Mornings as usual this year. They are a highlight in our calendar for staff and prospective families alike and it allows you to see us at our very best. However, we do hope that the mix of videos and online information gives you an insight into the breadth and depth of subjects on offer at Bassingbourn Village College as well as the extra-curricular activities we encourage all students to become involved in.

Nestled in the quiet village of Bassingbourn, we are a relatively small Secondary School of around 650 pupils. We are able to get to know our students incredibly well and our teachers build close working relationships with the students. We are very proud of the excellent support we provide our students and we encourage them to get involved in the variety of opportunities and experiences through a personalised curriculum. We feel this enables them to thrive and flourish throughout their five year journey with us.



We nurture our students to dream big, love learning and to become responsible, respectful and resilient members of our community. As such our students leave Bassingbourn equipped with the skills and experiences that will last a lifetime and will enable them to be successful in all aspects of their lives.

At Bassingbourn Village College, our environment drives independent learning, the development of strong interpersonal and communication skills. The experienced and dedicated team of staff here do this in a number of ways which builds confidence and creates a positive mindset in our students. This in turn sees our students taking on an active role in their own learning. This approach delivers excellent educational outcomes and our Year 11s left us once again this year with a fantastic set of results.

This booklet should give you a number of the practical elements you will need to know if your child chooses to join us at Bassingbourn Village College.

If you have any questions please do complete our online form which can be found on our Open Events page and a member of our team will be delighted to answer these for you.

We look forward to welcoming your child in September should you choose Bassingbourn Village College.

With best wishes,

Ms V Poulter

Principal



Supporting our students

At Bassingbourn Village College, we pride ourselves on getting to know our students individually. We understand the importance of children's health, well-being, and how this underpins our students' engagement in education while they are with us.

As a small secondary school we are exceptionally lucky to have a wealth of resources to ensure we are able to meet our student needs. We have two designated student support areas across the College - The Hive and our Inclusion Room.

The Hive is our student support hub. Sitting outside of the main building it has been designed to create a student friendly environment which ensures they have a safe space should they need it. The Hive is run by our fantastic student support team who are on hand to ensure that students have a friendly and caring member of staff to talk to.

Our Inclusion Room is where students can receive interventions which our highly experienced SENCO will have designed for them. This might be 1 to 1 teaching for literacy or numeracy, targeted 1 to 1 support on an area of difficulty such as dyslexia or social and communicative interaction through small group work. Our plans are individual to meet the requirements of our students.

As you would expect, we have excellent relationships with various external agencies who frequently visit to deliver more specialised sessions and intervention programs – most recently we have covered topics such as Mindfulness, managing negative thoughts and developing social skills.



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Curriculum

The rationale behind the curriculum at Bassingbourn Village College is to ensure the best quality of education for all within our community. Our education develops students academically, broadens their experience outside the classroom, teaches character through its core values and prepares them to play a full and effective role in society.

At Bassingbourn Village College we offer students a wide range of subject choice without compromising the opportunity to excel in curriculum activities in the sports, creative arts, technologies and humanities through clubs, curriculum experience days and other cross curricular activities.

Our curriculum aims to:

- Provide all students with the opportunity to fulfil their academic potential
- Encourage the pursuit of excellence and to take pride in their performance
- Engender a love of learning and develop intellectual curiosity and confidence as preparation for lifelong academic development
- Enable students to understand the science of how they learn (metacognition), as well instil the importance of what they are learning
- Support students to achieve the best possible qualifications and skills for entry to higher education or the workplace
- Cater for the individual through personalised learning
- Offer sufficient flexibility for extra support or stretch where needed, while ensuring equal access and opportunity for all
- Equip students with effective life and learning skills for success in the modern world– literacy, reading, oracy, debating, numeracy, and coding.
- Develop an understanding of the world of work and the careers available to them
- Prepare students to be global citizens and to respect others and the environment around them
- Develop healthy, happy, young people who know how to keep themselves and others safe through our Sex and Relationships Education (SRE), Social, Moral, Spiritual and Cultural (SMSC) and PSHE provision

The current (September 2020) optional curriculum choices are as follows: GCSE Art, Computer Science, 3D Design, Dance, Design and Technology (Textiles), Drama, , French, Geography, History, Latin, RE, and Spanish; BTEC Construction; Level 1/2 Award in Hospitality and Catering; Level 1/2 Technical Awards in Health and Fitness and Music Technology

Our curriculum is planned to ensure progression in knowledge and skills over the full five years a student attends Bassingbourn Village College and to fulfil our College aim.



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Celebrating our students success

We are extremely proud of the results our students continue to achieve year on year at Bassingbourn Village College. Our personalised approach to our student's curriculum puts them at the heart of their education choices which is reflected in the results they achieve.

Overall achievements of students at Bassingbourn Village College:

- Progress for all learners has been significantly above the national average for the last four years
- 100% of our students passed with grades between 4-9 in Chemistry, Physics, Latin, Spanish
- 95% of our students studying Drama passed with a grade between 4-9 (A* - C)
- 81% of all BVC students grades were between 4-9 (A* - C)
- 40% of all BVC grades were between 6-9 (A* - B)
- 24% of all BVC grades were between 7-9 (A* - A)
- 19% of our students achieved 5 or more grades between 7-9 (A* - A)

English:

- 85% of our students passed English with a grade between 4-9 (A* - C)
- Our results placed us 12th in the county
- Once again our results are above the national average of 79% achieving a grade between 4-9
- 65% of our students achieved a grade between 5-9

Maths:

- 77% of our students passed with a grade between 4-9 (A* - C)
- Our results placed us 14th in the county
- Once again our results are above the national average of 74% achieving a grade between 4-9 (A* - C)
- Over 50% of our students achieved a grade between 5-9

Science:

- 100% of our students studying Chemistry and Physics passed with a grade between 4-9
- 90% of our students studying Chemistry, Physics & Biology passed with a grade between 5-9
- 96 % of our students studying Biology passed with a grade between 4-9 (A* - C)
- 79% of students studying synergy science passed with a grade between 4-9 (A* - C)
- More than half of our students studying synergy science passed with a grade between 5-9

MFL

- 100% of our students studying Latin & Spanish received a grade between 4-9 (A* - C)
- 94% of our students studying French received a grade between 4-9 (A* - C)
- 61% of BVC students studying Latin passed with a grade between 7-9 (A* - A)

Due to the changes with the exam process for summer 2020, an agreement has been made within Cambridgeshire not to release our exam data for this academic year. As a result the information above is from our summer 2019 cohort.



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Life after Bassingbourn Village College

The Government requires young people to continue in education or training until at least their 18th birthday. This doesn't mean students have to stay at school as there are number of options available which are:

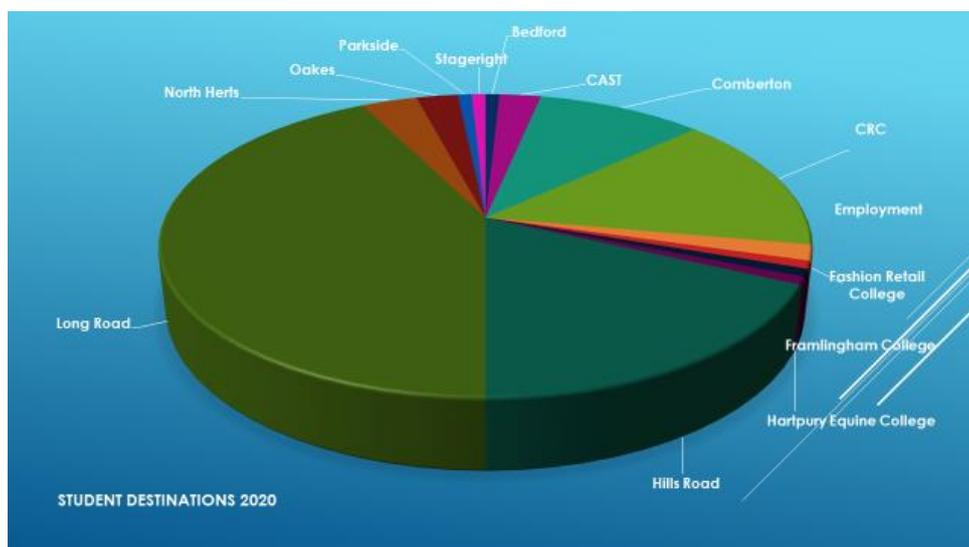
- full-time education, such as a school, college or home education
- an apprenticeship or other work based learning
- part-time education or training of they are employed, self-employed or volunteering for more than 20 hours a week

At Bassingbourn Village College we believe that the education we provide our students should enable them to develop independence, resilience and give them the skills they need to continue to succeed once they left us. Good career guidance is an essential part of this and we aim to ensure that students have considered all the opportunities they have available, raising their aspirations and have the advice and guidance that will allow them to make appropriate decisions for when they leave us. Preparation for future transitions should be smooth and well informed to facilitate effective career management.

Careers education, information, advice and guidance (CEIAG) enables our students to gain an understanding of themselves that will assist with their future. They gather information about the options that are available to them to help make realistic career decisions. This includes researching about the wide range of options and different pathways that can be taken to reach their career goals.

The result of this support sees the vast majority of Bassingbourn Village College students go on to study at one of the colleges within the Cambridgeshire Area Partnership (CAP).

Each of these colleges have their own entry criteria and certain courses will require students to have completed specific qualifications.





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Where do our students come from?

Not only are we the college of choice for our local community, we are very proud that students at Bassingbourn Village College travel to us from a mixture of Cambridgeshire, Hertfordshire and Bedfordshire. Almost 40% of our school cohort travel from out of catchment.





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Travelling to Bassingbourn Village College

To support our students there are a number of bus services which enable our students to travel in and out of school from across Cambridgeshire, Bedfordshire and Hertfordshire.

Transport for students who live in our catchment area:

For students that live within our catchment area, Cambridgeshire County Council run a local bus service.

Photo card bus passes are needed for this school bus service and this will need to be applied for in advance of starting. Please be aware that a valid bus pass must be shown to board.

If you would like to check eligibility for free school transport and to apply you can do so here:

www.cambridgeshire.gov.uk/info/20059/schools_and_learning/496/school_transport

Transport for students who do not live in our catchment area:

Currently Cozy Travel Limited runs the bus service for our students who live outside our catchment area. This service is very popular however routes and times are subject to demand and may change. Currently the following routes are available:

BVC 1 - Gamlingay, Potton, Wrestlingworth

BVC2 – Potton, Eyeworth, Dunton, Hinxworth, Ashwell

BVC3 – Shepreth, Meldreth, Melbourn, Royston

Please be aware that Cozy Travel manage this service directly and as such are responsible for all administration and payment matters. If you wish to enquire about your child using this service, please contact Cozys directly on 0345 265 8888.

A valid bus passes is required for this service and this will need to be purchased in advance. In addition, students are expected to follow the established code of conduct when travelling to and from school.

Further information is available from the Bassingbourn Village College website: www.bassingbournvc.net/buses



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Eat, Learn, Live at BVC

We take our responsibility of catering for our students and staff really seriously. We know it's not just the food on the plate that's important, but a real understanding of health and nutrition too. Our philosophy of Eat, Learn, Live helps us to educate young people about how to lead a happy, safe and healthy lifestyle while contributing to a sustainable world.

Although outsourced to Chartwells, part of the Compass Group, all our food is freshly cooked and served in our modern kitchen and dining complex.

EAT

We love delighting young people with tasty, freshly prepared food. Developed by award-winning chefs using great ingredients, we present it with passion and deliver it with care and pride. Nutritionally compliant to school food standards, we give pupils and students the choice and variety that keeps them coming back.

LEARN

We love enhancing the understanding, fun, experience and attainment of young people by sharing the importance of healthy eating from a young age. We support their achievement at school and beyond through the curriculum, interactive nutrition and education, and helping them develop personally.

LIVE

We care for the environment we live in and help to create a sustainable world for future generations – both in what we do and in how we help to educate young people. We support British farmers by buying locally sourced eggs and milk. We're proud too to support Mary's Meals – feeding over 3000 children in Africa every year.

Our menus are inspired by what students are likely to find on the high street. It's our way of making sure they're continuing to eat nutritious, tasty meals that comply with School Food Standards without spending the earth and being tempted into bad choices from food places outside of school. On top of that, our food options are modelled on student feedback – it's a great way to give students a say and to make sure they're happy with the food they're served.

MENU

For a full selection of menus on offer together with dietary information, please visit our website:

www.bassingbournvc.net/parents/menus-dietary-and-free-school-meals-information



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Uniform

Our uniform is listed below, elements such as the school blazer, skirt, school tie, jumper and all PE items with the school logo (identified below with *) are available to order online from <https://www.totalclothingshop.co.uk/bas>

<u>Unisex uniform for Years 7-10</u>	<u>Unisex PE Kit uniform</u>
<p>Blazer* Plain black with school logo</p> <p>Trousers Plain black, business style, no boot cut, skinny or flared trousers. No cords, jeans, cropped trousers. Only dark buttons or belts allowed.</p> <p>Skirt* - purchased from Total Clothing with logo or a similar style skirt Black school-style skirt (straight or pleated, non-stretch)</p> <p>Shirt White, long enough to tuck into trousers/skirt and a correct collar to wear a tie properly.</p> <p>Tie* School tie</p> <p>Jumper* May be worn during winter months. Black V-neck jumper with school logo. This should not be worn instead of a blazer.</p> <p>Socks Ankle or knee-length, dark grey, white or black.</p> <p>Shoes Black. Leather/leather type uppers no canvas shoes. In the interest of safety, heels no more than 3 cm high. No training shoes.</p>	<p><u>Compulsory</u></p> <p>Polo Shirt* Gold and black with school logo</p> <p>Rugby Shirt for rugby* Gold and black with school logo</p> <p>Shorts or Skort* Black with school logo</p> <p>Fleece* Black with school logo</p> <p>Socks Black sports socks</p> <p>Gum shields/shin pads</p> <p>Hair tie</p> <p>Trainers</p> <p>Football boots</p> <p><u>Optional</u></p> <p>Jogging bottoms Plain black</p> <p>Waterproof jacket* Gold and black with school logo</p>

Uniform should be worn in a 'smart and business like' manner at all times when inside the college. This means shirts tucked in and ties done up properly.

Students in year 11 have the privilege of wearing a plain black business suit and year 11 tie. The tie can be purchased through Wise Pay. If Year 11 students choose not to wear the current year 11 tie, then they will be expected to wear the normal school tie. Students choosing to wear skirts must ensure they are of an appropriate length for a business environment.

The school will have final say in relation to the suitability of uniform items.



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Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234 www.gov.uk/ofsted

17 July 2017

Mr Duncan Cooper
Principal
Bassingbourn Village College
South End
Bassingbourn
Royston
Hertfordshire
SG8 5NJ

Dear Mr Cooper

Short inspection of Bassingbourn Village College

Following my visit to the school on 27 June 2017 with Andy Hemmings HMI, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. The leadership team has ensured that the positive ethos noted at the previous inspection continues to inform the social and academic progress of pupils. Parents are confident that the school provides their children with a good standard of education. In the Ofsted questionnaire, Parent View, parents commented on the dedication of staff, their 'enormous support, both academic and pastoral' and the 'highest level of caring'.

Leadership, including that of governors, is a strength of the school. Establishing a clear vision, you and your leadership team have ensured that issues such as staffing difficulties are swiftly addressed. You have embedded a culture of high expectations and aspirations which underpin the school's plans for improvement.

Governance at Bassingbourn Village College is robust. Governors gather pertinent information through regular school visits, meetings and training to ensure that their questioning is rigorous and challenging. Making clear links to the school's improvement priorities, governors' work is both supportive and demanding.

Pupils behave well both around the school and in lessons. They follow school rules attentively. They are welcoming, respectful and friendly to each other and adults. Pupils are eager to learn. They are curious about the world around them, and the broad and balanced curriculum provides many opportunities for them to develop their skills, knowledge and understanding. Pupils have access to a range of vocational and academic subjects such as history, geography, Spanish, dance and construction. As a consequence, most pupils whom I spoke to had a clear understanding of their next steps in education.

You correctly assess English to be a strength of the school. Strong leadership in English has ensured that all pupils, including disadvantaged pupils, made good progress in 2016 at the end of key stage 4. In particular, middle- and higher-ability pupils' progress was significantly above national standards. The English curriculum is well structured, enabling pupils to develop key English skills such as writing analytically about texts. I observed Year 10 pupils gaining an understanding of how to summarise key information from the text, 'The curious incident of the dog in the night-time'. As a consequence, pupils with different starting points make good progress and attain above national expectations.

You are alert to changes in pupils' progress in every area of the curriculum. You and your leadership team track pupils' progress and attainment frequently to address any emerging issues swiftly and appropriately. For example, as a result of your developments in the teaching of mathematics, outcomes at key stage 4 currently indicate improved progress for most pupils. You recognise that there are still areas in which



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the school needs to improve. For example, you have prioritised the continued improvement of mathematics and the achievements of disadvantaged pupils.

Safeguarding is effective.

- Pupils at Bassingbourn Village College are confident and articulate about the ways in which the school ensures their safety. I spoke to pupils who told me that they knew where to go if they had a problem and that they were certain that staff would help them to resolve it. You and your staff ensure that the school is a safe and supportive place for pupils to learn. Pupils also told me about the school's focus on e-safety. Pupils of all year groups were knowledgeable about how to stay safe online and why this might be important. Parents who responded to the Ofsted questionnaire, Parent View, agreed that their children were protected and well cared for.
- Pupils were able to define bullying. Pupils told me that bullying was extremely uncommon. They told me that if it happened, staff would be quick to address the issues. School records confirm that this is the case.
- Leaders, including governors, are vigilant about the importance of checking safeguarding arrangements in school. The single central record is well maintained and kept secure. It is compliant with statutory requirements, including checks on adults who work at the school.

Inspection findings

- To ascertain that the school remained good, one of my key lines of enquiry was about the progress of disadvantaged pupils, including the most able disadvantaged pupils. Test results at the end of key stage 4 in 2016 showed that disadvantaged pupils did not make good progress in languages, humanities and mathematics. You agreed, and told me that your leadership team had already identified this as a key priority for the school.
- On visiting classrooms and talking to your leadership team, it became clear that the school was very inclusive of all pupils, regardless of their background and ability. The school subsidises trips and cultural visits for disadvantaged pupils to ensure that they develop their understanding of the world around them. You and your leaders spoke of the school's strategies to raise the self-esteem and confidence of disadvantaged pupils. In Year 9, all disadvantaged pupils receive a one-to-one meeting with staff to discuss their choices for key stage 4 study. As a result, pupils engage well in lessons and strive to achieve.
- You have prioritised the progress of disadvantaged pupils through clear tracking and monitoring systems which are reviewed frequently by senior leaders. Pupils are then set challenging targets, but staff in subject-specific departments do not consistently evaluate the impact of their support. As a result, disadvantaged pupils do not make accelerated progress in every area of the curriculum.
- My second line of enquiry was about mathematics. This was because 2016 key stage 4 results showed that overall pupils' progress was below the national average. In addition, the progress of disadvantaged pupils was significantly below national expectations. You were disappointed with these results and took swift action. Your leadership team identified the areas of weakness and adapted the curriculum to ensure that pupils developed the critical skills for success. Mathematics teachers have developed effective strategies to address the demands of the new GCSE. As a result, my colleague and I observed strong mathematics teaching across the year groups. Pupils were engaged in learning and developing mathematical reasoning skills and problem-solving.
- I also sought to establish whether the curriculum was broad and balanced. Pupils receive robust guidance in Year 9 in preparation for their key stage 4 options. Pupils in key stage 3 experience a broad selection of subjects to inform their choices in key stage 4. For example, pupils can study languages, history, geography, dance, construction, art, health and social care, and many other subjects. Pupils who spoke to me were very enthusiastic about the subjects that they studied.
- Pupils have a broad range of extra-curricular activities to enrich their understanding of the world that they live in. For example, pupils visit Normandy as part of their French study, Berlin for GCSE history and the Norfolk coast for geography. As a consequence, pupils are eager to learn. They also demonstrate empathy and understanding of different cultures and ways of life.
- Another key line of enquiry was how well pupils are prepared to keep themselves safe. Pupils' conduct is exemplary. They are kind, respectful and welcoming of each other and staff. The curriculum supports pupils' questioning about the world that they live in and the ways in which they can keep themselves safe. For example, I observed a history lesson where pupils explored Victorian poverty in London and compared it to the dangers and experiences of modern London.
- Attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities has improved because the school is taking effective action to address absence. Pupils are made aware of the link between achievement and school attendance. Staff track and monitor attendance and provide mentoring and additional support to pupils who do not attend as regularly as they should. As consequence, the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities has improved, but is still below national figures.

Next steps for the school Leaders and those responsible for governance should ensure that:

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- disadvantaged pupils, including the most able disadvantaged pupils, make accelerated progress across the curriculum
- disadvantaged pupils and pupils who have special educational needs and/or disabilities continue to improve their attendance.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Cambridgeshire. This letter will be published on the Ofsted website.

Yours sincerely

Susan Aykin Her Majesty's Inspector

Information about the inspection

- During the course of this inspection I held meetings with you, other senior and middle leaders and a group of four governors. I spoke with pupils informally in classrooms and when walking around the school site. I also met with a group of 12 pupils.
- During two tours of the school with you, I visited each class and observed pupils at work.
- I undertook a scrutiny of pupils' work in their books and folders. Policies and procedures for the safeguarding of pupils were examined, along with the school's record of checks carried out on staff working at the school.
- A range of documents were analysed or discussed, including: the school's self-evaluation and improvement plans; documents relating to pupils' achievement, attendance and behaviour; minutes of governor meetings; and curriculum plans.
- I considered the views of 78 parents who responded to Ofsted's online questionnaire, Parent View, as well as the views that parents expressed via freetext