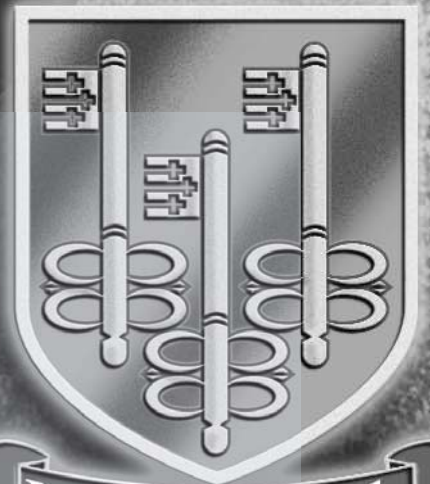




*Prospectus
2011-2012*

Melbourn
Village College
An Academy Trust



About Us

A brief introduction

Melbourn Village College is an 11-16 school with a strong community feel. Our small size enables all students to flourish within a supportive environment, where each feels valued and empowered. Strong academic performance is enhanced by the cross-curricular skills taught through our Performing Arts Specialism. Students are encouraged to continue their learning outside the classroom and a very high proportion get involved in the wide range of extra-curricular activities available to them.

I hope that this prospectus is able to give you a clear introduction to the College and the opportunities we offer to our students. If you would like to visit us with your child during the College day, you are most welcome to contact us to arrange this.

I look forward to working with you in the future.

Simon Holmes



Aims & Values

At Melbourn Village College we subscribe fully to the Henry Morris principles of life-long learning and schools being at the heart of the local community. We aim to develop the full potential of every individual child in our care and we value the success of every single student. We help them develop the skills that will equip them for life in a changing society. We want all of our students to leave thinking that they have been offered a wide range of opportunities and had the chance to gain the best possible qualifications.

Students are encouraged to think of themselves not only as individuals, but also as part of a wider community, be it their class, school, local villages or the wider world. We have an exciting range of projects which enable our students to make active contributions to life outside the College.

Academic Challenge & Support *Meeting Individual Needs*

We set high academic standards and strive to ensure all students are suitably challenged, including those who are gifted and able in some or all areas of the curriculum. A member of staff is responsible for co-ordinating whole school provision in this area. High expectations are combined with a strong pastoral system and a clear behaviour protocol.

Through our Student Support Centre, those students who have learning difficulties are supported and encouraged to achieve their targets by our highly qualified and experienced Teaching Assistants under the direction of our SENCo. Our SSC is based in the centre of our College and is a hive of activity during the day with 1-2-1 and group sessions. It is always staffed at breaks and lunchtimes and provides a warm, friendly environment where students can seek help and advice or just relax.



Pastoral Care and Support *Our size is our strength*

As a relatively small secondary school we get to know all our students quickly and well and can support them in achieving their potential. We feel that having a strong pastoral care system is vital to academic success. In addition to form tutors, who typically stay with a form throughout their time at the college, we have dedicated Key Stage 3 and 4 Pastoral Managers who have no teaching commitments and are therefore on hand to provide high quality pastoral care at all times.

I'm looking forward to all of the competitions that the houses are involved in.

Cameron, Year 7

The House System *A Collective Identity*

We have a strong House system which is a focus for both extra-curricular events and for creating a strong competitive desire for academic success. Each form group is assigned to one of four Houses, containing students of all ages. Students remain in the same house as they pass through the

college and this helps create links across year groups. House Coordinators actively encourage participation in inter-house events aided by the elected student House Captains. Regular House assemblies and student House Council meetings help to foster a sense of belonging and team spirit. Each week, the House which achieves most highly both within the curriculum and beyond is rewarded.

Transition

We strive to ensure a smooth transition from our local primary schools to the College. Our transition arrangements are designed to make what can seem a confusing and worrying time as easy as possible. We have a dedicated Primary Liaison Team to ensure this. Our Primary Liaison Co-Ordinator, SENCo and lead Teaching Assistant liaise with primary colleagues to find out about your child's capabilities, interests and individual needs and how we can support them best. By the time students start in September they and parents will have already met all the key staff, including their form tutors. Once at the College, our new year 7 students follow an induction programme with their new tutor group, supported by our year 11 team of prefects. The prefects are also available to help and support them when necessary for the remainder of the year.



Performing Arts Specialism *Key Skills for Life*

We have been a Specialist Performing Arts college since 2002 and use this expertise to teach explicitly the following skills, which have been proven to be characteristics of successful academics and business leaders:

- Self confidence / resilience – to believe in one’s own ability, particularly in challenging times
- The ability to think creatively - to create a vision of the future
- The ability to communicate that vision – to ‘present /perform’ effectively in front of others
- The ability to work effectively within a team – as an equal or as a team leader
- The ability to organise time and work to deadlines

The College Day

The College day begins at 8:45am and Monday to Thursday consists of Registration followed by five lessons of one hour each. On Friday, the lessons are 55 minutes long, in order to include a 45 minute PSHE (Personal, Social & Health Education) lesson. These lessons are taught by specialist teams and cover areas such as careers, relationships, health, citizenship and financial education. The College finishes at 3:20pm, with most after-school activities starting at 3:30pm. We are constantly striving to enhance the opportunities, experiences and achievements for our students. One of our recent improvements has been to instigate a whole College change to begin our academic years in June rather than September. This is raising achievement across the board and is viewed very favourably by our students and parents.

After your first week you will know your way around MVC like the palm of your hand.

Alice, Year 7

This teaching has had a direct impact on all curriculum areas. In addition, Performing Arts lessons themselves are used to support a variety of curriculum areas.

Our specialist status means that students have increased opportunities to practise and develop these skills in the public arena. A wide range of concerts, dance events and drama performances provides opportunities not only for performers but also for our student backstage and technical crews, whilst our teams regularly achieve success in public speaking events. It is this ability to combine the development of cross-curricular skills with curriculum support and extra-curricular opportunities which means that the Performing Arts are uniquely placed to help students succeed, whatever challenges their future may hold.

Without the Performing Arts at MVC, I honestly don’t believe I would have had the confidence to pursue this career.

Claudia, Trainee Accountant





Curriculum

Opportunities & Challenge for all

Our curriculum provides a wide range of opportunity whilst keeping a focus on the core skills that will help students achieve throughout their life. The relationships built up between staff and students helps make sure that students have work that is appropriately challenging whilst being achievable.

Students study English, Maths and Science throughout their time with us. Over half of our students study Triple Science at Key Stage 4. We see having ICT skills as a key part of accessing future opportunities and all students study for an ICT qualification.

A core principle of the curriculum is allowing it to adapt to the needs of students. At Key Stage 4 we offer a wide menu of choice which adapts to the needs and wants of our students and parents. Students are not tied to a certain subject or group of subjects; instead they are free to focus on their strengths. Partnership work with local schools opens up further opportunities for students. In August 2011, students completed 32 different subjects at GCSE level.

Progression

We aim to prepare our students as well as possible for the next phase of their life. Almost all our students continue in full time study after leaving Melbourn. Due to Cambridgeshire partnership arrangements, all of our students are able to apply for any of the local Post-16 providers, with Hills Road and Long Road being the most popular destinations. A small number get apprenticeships with local organisations. We will offer all students impartial information, advice and guidance in order to ensure that they can make the best possible choice for their future.

Rewards and Sanctions

Our rewards and sanctions system are based on a clear defined structure. Points are accrued through high quality work or participation and are fed into the whole college House Competition. All points are recorded electronically to enable form tutors and subject leaders to identify areas of excellence or concern.

Melbourn is a great place because it is full of nice people.

Cameron, Year 7



Extra-Curricular Activities

We firmly believe in extending learning and opportunities beyond the classroom and offer a wide range of extra-curricular activities. Some of these, such as subject support workshops are well established over a number of years. Twilight classes in GCSE Textiles and Dance, and A/S level Human Biology, are a response to recent student demand and will adapt accordingly.

Sporting representation is encouraged, with students having the chance to take part in a wide variety of disciplines, according to the time of year and a number of students go on to compete at County or District level. Subject-based opportunities include annual trips to France and Germany, theatre visits, regular projects with local and international artists as well as many others. Students can also take part in the annual ski trip, bi-annual music tour and/or audition for our nationally recognised Dance Competition Squad.

It is a lovely place to be with plenty of fun things to do.

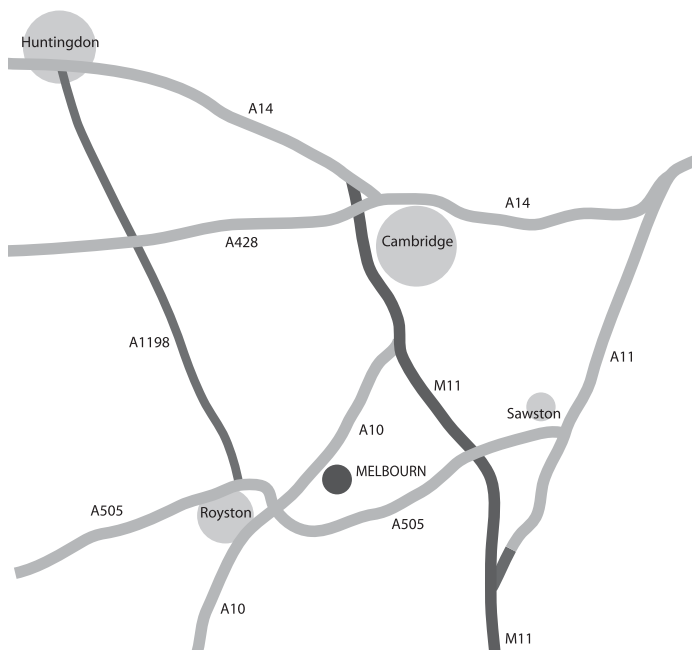
Ben, Year 7



The Village College Concept

The College opened in September 1959 and from the beginning has remained true to the Henry Morris Village College Concept of the College as a focus for community cohesion. We still believe in Morris's conviction that *'a school exists to confirm a man's essential worth, his human dignity and his sense of significance'* and that the Village College is *'for the whole community and not just its youth thereby creating an unbroken cycle of ownership and use generation by generation'*.

We continue to adhere to the principles of life-long learning and welcome all members of our community, regardless of age, to enjoy our facilities.



Melbourn Village College
An Academy Trust

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Living the Olympic and Paralympic Values

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