

GOVERNING BODY

Mr Gary Aldridge	99 Cleeve Drive	Ivybridge PL21 9BS	Community
Mr Jack Barker	72 New Park Road, Lee Mill	Ivybridge PL21 9EB	Community
Mr Ray Beale	Ambleside, Exeter Road	Chudleigh TQ13 0DD	Community
Mr Sönke Beyer	Ivybridge Community College	Ivybridge PL21 0JA	Teacher
Mr Tim Crudge	19 Cole Lane	Ivybridge PL21 0PN	Parent
Mr Iain Grafton	8 Trumplers Close	Ivybridge PL21 9XB	Parent
Mr David Jeffery	Slade Barton, Cornwood	Plymouth PL21 9ST	Parent
Mr Alan Knight	Torr Hill, Exeter Road	Ivybridge PL21 0BH	Community
Mrs Amanda Larcombe	7 High Acre Drive	Ivybridge PL21 9UJ	Parent
Mr David Madge	10 Brook Road	Ivybridge PL21 0AX	Parent
Mr Treve Mitchell [Chair]	5 Speakers Road	Ivybridge PL21 0JP	LA
Mrs Jill Morris	Ivybridge Community College	Ivybridge PL21 0JA	Teacher
Mrs Cathy Pannell	Greenfield, Corn Park	South Brent TQ10 9DQ	LA
Mr Geoffrey Rees	Ivybridge Community College	Ivybridge PL21 0JA	Principal
Mr Mike Saltern	98 Cleeve Drive	Ivybridge PL21 9BS	LA
Mrs Judith Skentelbery	36 Cherry Tree Drive, Brixton	Plymouth PL8 2DD	Community
Mr D Gordon Smith	63 Stray Park, Yealmpton	Plymouth PL8 2HF	Parent
Mrs S Hocking	23 Lydford Close	Ivybridge PL21 0YW	Parent
Mr G Punchard	College Bungalow, Harford Rd	Ivybridge PL21 0JA	Non Teaching Staff Member

COLLEGE DATES 2008 - 2009

Autumn Term 2008	
Start of Term (for all)	Tuesday, 2 September 2008
Half Term	Monday, 27 October – Friday, 31 October 2008 inclusive
Term ends	Friday, 19 December 2008
Spring Term 2009	
Term starts	Tuesday, 6 January 2009
Half Term	Friday, 13 February – Friday, 20 February 2009 inclusive
Term ends	Thursday, 2 April 2009
Summer Term 2009	
Term starts	Monday, 20 April 2009
May Day Bank Holiday	Monday, 4 May 2009
Half Term	Monday, 25 May – Friday, 29 May 2009 inclusive
Term ends	Friday, 17 July 2009

OUR CHARTER TO YOU

Ivybridge Community College fosters a climate in which your concerns are seen as an opportunity to improve both standards and service.

The College seeks to respond with courtesy and helpfulness to all queries. In this Prospectus we encourage and illustrate ways in which both students and parents can contact the College if they have a concern or problem.

If you write to us we will:

- Acknowledge your letter within two working days of receiving it, unless we can send you a full reply within four working days.
- Send you a full reply within seven working days, or 15 working days if we need to get information from other Departments.

If we cannot meet these deadlines we will let you know why and when you will get a full reply, and

- Answer the question you ask as fully as possible.

When you request information, we will:

- Deal with straightforward requests directly, or take information to pass on to relevant members of staff.
- When possible, direct queries directly, or take information to pass on to relevant members of staff; otherwise we seek to respond to every enquiry within one working day, by telephone.
- Send more complex information within seven days.

If you telephone us, we will:

- Aim to answer your call promptly. If we are not available you can leave a message on the answerphone. College Reception areas are open each weekday from 8.30 am to 5.00 pm.
- Seek to record information given over the telephone and take clear details of the call back address, telephone or FAX number and appropriate times for re-call. We seek to respond to every enquiry within one working day, by telephone.
- Try to answer the questions you ask, and
- Give you our name.

Helpful, informed staff are available in Reception areas to answer queries / concerns directly, or take information to pass on to relevant members of staff.

We welcome the opportunity to make appointments for discussions at a time suitable for all parties concerned.

We ask visitors to report to Reception on arrival and to sign the Visitors' Book.

We encourage staff to give names and roles over the telephone and in written correspondence to avoid an impersonal service.

Our Customer Services Policy is available from Student Reception on request.

CUSTOMER SERVICES POLICY

Mission Statement

“Ivybridge Community College aims to provide an integrated, comprehensive curriculum in an environment where the whole learning experience is one of opportunity, endeavour, achievement and excellence.”

Rationale

Ivybridge Community College fosters a climate in which complaints are seen as an opportunity to improve both standards and service.

If a complaint is received the issue is referred to the relevant Line Manager who has the responsibility for investigating it. The underlying causes are identified and if necessary changes are made to College procedure and practice to avoid repetition. In this way complaints become a positive rather than a negative process.

The College seeks to respond with courtesy and helpfulness to all queries. In our Prospectus we encourage and illustrate ways in which both students and parents can contact the College if they have a concern or problem.

Guidelines

- Helpful, informed staff are available in Reception areas to answer queries/concerns directly, or to take information to pass on to relevant members of staff.
- Where possible all queries will be directed immediately to the relevant member of staff; otherwise we seek to respond to every enquiry within 24 hours, by telephone.
- If consultation with colleagues or data collection is necessary we seek to keep the “customer” informed by contacting them by telephone, letter or invitation into College within three days.
- Reception areas are open each weekday from 8.30 am to 5 pm.
- We welcome the opportunity to make appointments for discussions at a time suitable for both parents and visitors to the College.
- We seek to provide quiet areas or private offices to discuss any problems with visitors to the College.
- We welcome visitors on arrival and ask them to sign a Visitors’ Book.
- We seek to record information given over the telephone and to take clear details of call back address, telephone or FAX number and appropriate times for re-call.
- We encourage staff to give names and roles over the telephone and in written correspondence to avoid an impersonal service.
- We seek to be sensitive to the circumstances of a correspondent or caller regarding :
 - the protection of the safety of students
 - their own time management restrictions
 - sensible times for future contact
 - urgency of response required
 - holding time on telephone calls.
- All our staff wear name badges.

CUSTOMER SERVICES POLICY

- All correspondence to parents and others is photocopied and distributed to relevant members of staff.
- Car parking for visitors and disabled parking spaces are provided.
- Comfortable and private waiting areas are provided for visitors with informative reading material available.
- Site staff are equipped with two-way radios for ease of contact on site.
- Staff, students, parents and the general public are made aware of any new information, forthcoming events, etc. through the Student Planners, newsletters and the College newspaper.
- Students are encouraged to be courteous and helpful at all times, welcoming visitors to the College.
- The College is aware of the need to continually improve standards of services.
- We monitor these issues through :
 - Staff appraisal systems
 - Open Days/Evenings
 - Questionnaires
 - Student Planners
 - General correspondence
 - Parents' Evenings
 - The Ivybridge Area Academic Council
 - The Friends of Ivybridge College
 - The Governors' Annual Report to Parents
- Questionnaires are sent to randomly selected groups of students and parents each year. Questionnaires are also available at all times at Reception areas to be completed by visitors, students and parents.
- We seek to act upon areas highlighted in the questionnaires to further improve standards.
- The College ensures that it fulfils the "Investors in People" philosophy and all staff are encouraged to undergo relevant training to improve performance and job satisfaction.

ADMISSION INFORMATION

Prospective parental visits

Parents are always encouraged to seek information from the College.

A number of important parental visits are scheduled throughout the year: the Autumn Term Open Evenings for prospective parents before admission, and the Year 6 to 7 Transition Evening in the Summer Term are important times for seeking information concerning the College.

These dates vary from year to year and therefore the annual College calendar should be consulted for the correct dates and times.

In addition to special evenings, the College attempts to accommodate reasonable parental requests for individual visits to the College. These can be requested through the College Secretariat by telephoning 01752 691000. In most cases these visits are led by the Year Team Leaders or their Assistants.

Current admission policy

The College follows the Admission Policy that is currently operated by the LA.

Parents of new students should seek the booklet "The Next Step" which outlines admissions.

Specific enquiries should be addressed to the Admissions Officer. Final College admission follows an interview with the respective Year Team Leader.

Information and admission for post-16 students follows application to and interview with the Deputy Principal or his Assistant.

Planned Admission Levels for 2007/08

Year 7	360
Year 8	360
Year 9	360
Year 10	360
Year 11	360

ATTENDANCE 2004 – 2008

Student attendance at Ivybridge Community College

	2004/2005	2005/2006	2006/2007	2007/2008
% authorised absence	6.5	6.3	6.87	5.47
% unauthorised absence	0.1	0.2	1.26	0.14

LA attendance figures

Actual for	2003/2004	91.57%
	2004/2005	93.4%
	2005/2006	93.5%
	2006/2007	94.39%
	2007/2008	91.87%

The College maintains a high student attendance percentage. Our Student Welfare Coordinator and Assistant Welfare Coordinator ensure effective strategies are in place to promote attendance. The College also takes part in the Government initiative 'Fast track to prosecution'.

HOME COLLEGE AGREEMENT

The Home College Agreement is an integral part of our College approach to establish a genuine partnership between the College, parents and students. By defining the roles, responsibilities and expectations of all those involved we will continue to develop effective relationships to support each other, thus providing a safe, caring and effective learning environment for all our students. **As such, copies of College policies, the Code of Behaviour and the College expectations are available on request from the Principal's secretary.** The Code of Behaviour and the College expectations are clearly stated in Student Planners and are displayed in classrooms around the College.

Student

As a member of the College community I will :

- Behave in a manner which is in full accordance with the published College policies and Code of Behaviour.
- Allow effective learning and teaching to take place
- Take responsibility for my actions
- Treat others with care, consideration, respect and tolerance
- Aim for the highest standards of achievement and behaviour
- Aim for 100% attendance and punctuality
- Wear the correct College uniform and take pride in my appearance
- Accept the expectations and guidelines of the College as published in the Student Planner and on classroom notice boards.
- Accept College disciplinary procedures.

Home

I / We will endeavour to:

- Fully support all College policies and procedures
- Attend Parents' Evenings and discussions about my son's/daughter's progress
- Monitor my son's/daughter's progress through the Student Planner
- Inform the College of any concerns that may affect my son's/daughter's work or behaviour
- Ensure that my son/daughter attends College on time, in full uniform and with all necessary equipment
- Support my son/daughter in their completion of school work at home and in College
- Contact the College on the first day of my son's/daughter's absence and provide a note of explanation on his/her return
- Support my son/daughter in their target for 100% attendance and punctuality
- Accept College disciplinary procedures.

College

We will endeavour to:

- Encourage all students to achieve their best
- Provide a broad, balanced curriculum and meet the needs of individual students
- Develop students' sense of responsibility, self discipline and independence

HOME COLLEGE AGREEMENT

- Contact home if there is a concern with attendance, punctuality, behaviour, uniform or equipment
- Arrange Parents' Evenings during which progress can be discussed
- Keep parents informed about College activities through regular letters home, the College newspaper, website, notices about special events and reports
- Set, mark and monitor homework and classwork and provide facilities for students to complete their work and research in College
- Listen and respond promptly to concerns
- Value all students and parents as members of our community

Tutor's signature:
[for College use only]

Student's signature:

Date

Parent's signature

Date

The College operates a Complaints Procedure, as outlined in Section 39 of the Schools' Standards and Framework Act 1998.

SPORTING AIMS AND SPORTS PROVISION

Physical Education aims to develop control of the body to improve physical skills, to give students the ability to make decisions and to apply their growing knowledge and understanding about movement and the body to a variety of activities and contexts. The process of planning, performing and evaluating movement is central to the development of skill and understanding.

At the College students embrace programmes of study in athletics, dance, games, gymnastics and outdoor and adventurous activity. Whilst competitive games play a vital role in the curriculum, the College aims to promote a positive attitude to an active and healthy lifestyle. Students gain the foundation to further develop an interest in sport and physical activity after they leave the College, and in the community.

Sport makes a valuable contribution to the general ethos of the College through the extra curricular programme. This well-managed programme of competitive sporting activity makes a significant

LUNCHTIME ACTIVITIES

Students can find much to do during the lunch hour. Activities are arranged both by Year and across Year groups. The sport on offer is vast and varied and often follows the sporting seasons.

In addition to sport there are over 50 special interest clubs and activities offering something for everyone. Here extra skills can be developed which support a student's general academic development.

contribution to the social and moral education of the students, and many teachers give generously of their time and expertise before and after College, at lunchtimes and weekends.

The College offers a wide range of opportunities to boys and girls of all abilities, as well as the most talented of players and performers. Substantial numbers of students play competitive games within the College in inter-Tutor group matches. Students also represent the College in a plethora of many activities and may gain representative honours at regional and national levels. Links between the College and local Sports Clubs and coaches are encouraged to extend the students' opportunities.

The College's Physical Education programme is extensive and fully integrated into the curriculum. Ample opportunities for participation exist at the College and in the local community.

LUNCHTIME BREAKS

The College break occurs between 11.10 am and 11.30 am and lunchtime is from 1.30 pm until 2.30 pm. Food and drink are available at both these times. The break and lunchtime service is delivered cafeteria-style in the College's ultra-modern and spacious new Dining Room. Students have the choice of a variety of hot and cold foods.

The delivery of food provision is the sole responsibility of Devon Direct Services, Falcon Road, Sowton, Exeter, EX2 7LB. Contract Manager : 01392 348872. The local Kitchen Manager can be contacted on 01752 690587. All food and drink related questions should be directed to the Canteen providers.

CHARGES AND REMISSION ON COLLEGE ACTIVITIES

This paper reflects the decision of the Education Committee on 22 November 1988 and was approved by the Devon County Council as the Local Education Authority on 5 January 1989. In general education is provided free of charge but as permitted by the Educational Reform Act 1988, the College Policy provides for charges in the following areas :

1. Where staff of the Instrumental Music Service provide instrumental tuition or other activities out of College hours, a charge per student will be made for these activities. The income generated will be used to increase the availability of such activities.
2. For materials used in College, where parents indicate in advance that they or the student wishes to own the finished article incorporating those materials, the College will set a charge equal to the cost of materials in such cases, or make a charge "in kind" by requiring parents to provide raw materials. Where a cash charge is made the income generated must be used by the College for the purchase of the raw materials in question, or to offset the expense previously incurred in their purchase.
3. To recover the cost of the entry fee for a public examination where the student fails, without good reason, to meet any examination requirement for that syllabus, schools are required to examine each case where examination requirements have not been completed and to make a charge to parents to recover the cost of the entry fee, this sum to be reimbursed to the LEA, except where there was good reason for the student's default. Schools should determine whether or not there has been a good reason for the student to fail to complete the examination requirements in circumstances influencing the behaviour of the individual student. Such unavoidable circumstances could arise, for instance, as a result of ill health on the part of the

student or unavoidable family commitment such as that resulting from bereavement. Governing Bodies are also free to pass on the cost of entering a student for a prescribed public examination where he or she has not been prepared by the school.

4. For board and lodging on a residential trip, schools are required to make such charges to recover but not exceed the actual cost of the board and lodging in question.
5. For education provided outside school hours as an optional extra there should be prior agreement of parents. The charge will be determined on the basis of the cost of the individual (rather than shared where any remission applies). As appropriate the cost will include an element for travel, board and lodging, materials, books, instruments and other equipment, non-teaching staff costs and teaching staff costs (where a teacher or instructor has been engaged specifically to provide the activity), entry fees to museums, castles, theatres, etc. and insurance costs.

The Devon Policy provides for remission of charges in the following areas.

1. For board and lodging charges on a residential trip in respect of students whose parents are in receipt of Income Support or Family Credit, where the residential trip concerned takes place during school hours or where it forms part of the syllabus for a prescribed public examination or part of the National Curriculum.

For charges made for activities provided by the instrumental Music Service, as outlined in paragraph (1) above, where parents are in receipt of Family Credit or Income Support.

COMPLAINTS PROCEDURES

Although the College maintains the best relationships with its parental community, a tradition achieved by good communications at all levels, complaints might still arise. A procedure for handling complaints is tied to legal requirements. Simply put, a complaint is an expression of serious dissatisfaction. The goal is to resolve issues quickly and efficiently.

The procedure follows the requirements of Section 23 of the Education Reform Act (replaced by Section 409 Education Act 1996) and the guidance issued in DfEE circular 1189 : Local Arrangements for the consideration of complaints. The full procedure falls into five stages:

1. Teacher (or Principal) is immediately involved.
2. Investigation by Principal or Chair of Governors.
3. Complaint to the Governing Body.
4. Complaint to the Local Education Authority (here DCC)
5. Complaint to the Secretary of State for Education and Employment. (There is also the possibility of referral to the Local Government Ombudsman.)

It is hoped that complaints can be resolved as informally as possible for as complaints become more formalised a stricter set of rules come into play. Since this is the case, parents should request further information eg: *"I have Something to say to the School"*, in ADVICE TO PARENTS, published by Devon Learning Resources. Additional complaint related material is also available upon request from the LA.

HEALTH & SAFETY ARRANGEMENTS

The College takes an active interest in the well being of all its students. There is an elaborate emergency procedure in place to cover serious eventualities.

An Emergency Officer is on duty to oversee the situation, and direct links are established with the emergency services.

Building evacuation drills do occur throughout the year to test the system.

The College also maintains a Medical Room located near Student Reception. Although there are two College Nurses on duty, rules concerning medical care are strictly regulated. It is vitally important for parents to maintain correct and up-to-date medical information on their children's files. In this way, the College can respond more effectively if a medical emergency should arise. The College also has a number of qualified First Aiders on site.

College Uniform/Dress Code

YEARS 7 – 11

The College demands a high standard of appearance and dress, and all students are required to wear the College uniform. Parental cooperation is essential if we are to achieve this high standard. Students arriving at College inappropriately dressed will be loaned the correct uniform to wear or sent home to get changed. The College uniform catalogue sets the standard and style.

GIRLS UNIFORM

- Navy blue sweatshirt with embroidered College badge
- Grey, formal plain or pleated skirt, e.g. polyester mix, worn at a reasonable knee length or just below the knee
- Grey, formal trousers, e.g. polyester mix; **NOT** cord, brushed denim, jeans, chinos or flares
- White blouse; short sleeves are acceptable in the Summer Term
- College Tie
- Plain black, navy blue or white socks
- Sensible, black, flat shoes – no boots, trainers or velcro fastenings

FOR ALL STUDENTS

- **CDT**: white or natural apron
- **Home Economics**: clean, hygienic apron
- **Art** : some protective clothing advisable
- **Drama** : slipper socks or soft black plimsolls, jazz shoes (**NOT** trainers), trousers/shorts. No bare feet.

Jewellery : A watch, plain silver/gold stud earrings – one in each ear.
No other jewellery is permitted in the interest of safety for all students.

Make-up : Students are not permitted to wear make-up or nail varnish.

Outdoor wear : Any sensible, weatherproof outdoor garment
(no denim or leather jackets or hooded sweatshirts).

BOYS UNIFORM

- Navy blue sweatshirt with embroidered College badge
- Grey, formal trousers, e.g. polyester mix; **NOT** cord, brushed denim, jeans, chinos or flares
- White shirt; short sleeves are acceptable in the Summer Term
- College Tie
- Plain black, navy blue or white socks
- Sensible, black, flat shoes – no boots or trainers

P.E. KIT

- Green polo shirt
- Green outdoor games shirt (rugby type)
- Plain black shorts/skirt + briefs,
- Green socks
- Trainers (non-marking soles essential)
- Optional Extras: Green sweatshirt and black tracksuit trousers, black College fleece (available from PE Department)

THIS IS THE COLLEGE UNIFORM/DRESS CODE

Variations will not be acceptable and no extremes of fashion, hair or dress are allowed

Please note that **all** items of College uniform, including PE kit, are now available via mail order from Trutex School Link, (www.trutexdirect.com).

Derry's Department Store in Plymouth also stock the College uniform.

RELIGIOUS EDUCATION

The College's Religious Education programme follows Devon's agreed syllabus. The programme was updated in 1992 and again in 2001 alongside County syllabus change. The Department for addresses the key issues of knowledge of Christianity and World Religions.

At Key Stage 4 the delivery of mandatory Religious Studies is in the shape of Philosophy and Ethics, whereby all students will be entered for OCR GCSE short course. GCSE full course is available through OCR also and Year 12 and Year 13 students have the opportunity to take AS and A2 Philosophy and Ethics with Edexcel.

The Spiritual, Moral, Social and Cultural is addressed in a variety of ways which are evidenced in a range of documents available in the Department.

Parents maintain the right to withdraw their children from any Collective Worship activity and RE lesson, via a conscience clause, if they wish their child to follow an alternative religion.

SEX AND RELATIONSHIP EDUCATION

Sex and Relationship Education has a vital role to play within the requirements for PSHE. Ivybridge Community College puts much importance on students having access to all relevant information on this topic, which helps to provide moral values, loving relationships and well-balanced individuals who will contribute to the wider community in a caring way.

Aims and purposes of Sex Education

To help and support young people through their physical, emotional and moral development.

1. To ensure students have basic information on the bodily changes, which they will experience.
2. To ensure students follow a well-structured programme of sex education, including reference to HIV / Aids and sexually transmitted infections.
3. To understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be learned from such a delay, and learn about obtaining appropriate advice on sexual health.
4. To ensure students are able to make responsible and well informed decisions

about their lives, enabling them to move with confidence from childhood, through adolescence into adulthood.

5. To give students the emotional confidence to form caring relationships within a strong moral framework of responsibilities and respect, towards themselves and others.
6. To realise the importance of marriage, secure and stable relationships and the value of caring family networks as the building blocks of community and society.
7. To realise that some people have strong religious views concerning sexual behaviour and that people's beliefs should be respected.

Guidelines

All students will follow a programme of Sex and Relationship Education as part of their Social Studies programme at KS3 and KS4.

Material used in the Social Studies Programme will be in accordance with the PSHE framework and the law, and be appropriately set for the age and maturity of students.

Health professionals, social workers, youth workers, peer educators and other visitors may, where appropriate, be used to complement the delivery of SRE. Those involved in delivering the programme are expected to work within the College's SRE Policy. However, when they are in their professional role, such as a school nurse in consultation with an individual student, they should follow their own professional codes of conduct.

Parents have the right to withdraw their children from all or part of the Sex and Relationship Education Programme provided at the College except for those parts included in the statutory National Curriculum and GCSE Child Development where it is part of the course.

Conclusion : Sex and Relationship Education will be firmly rooted in the framework for PSHE. This will ensure that students receive Sex Education in the wider context of Relationships and are prepared for the opportunities, responsibilities and experiences of adult life. This will enhance the knowledge and understanding gained by students through their work in other Curriculum areas.

CAREERS ADVICE AND GUIDANCE

The College is committed to a detailed programme of Careers Education, Information and Guidance that is summarised in our Careers Charter. Central to its team delivery is the Work Related Learning / Careers Coordinator, Mrs Christine Atkinson.

Careers Education is now an integral element of the Year 7-11 Social Studies, Citizenship Programme. All students are offered the opportunity of taking Citizenship as a short course GCSE.

Our Education Industry Partners are outstanding contributors in a number of ways. In addition a varied programme of specific careers presentations is scheduled during the Autumn and Spring terms, while Year 11 students participate in communications skills practice interviews.

The Careers Convention in November, with up to sixty exhibitors, attracts many hundreds of students and parents.

Our Year 10 **Work Experience** programme enables all students to spend one week in a diverse and wide-ranging variety of occupation areas. In addition many Year 12 students participate in specialised Work Experience, selected according to their vocational interest.

Central to the provision of appropriate essential information is the **Careers Library**, which is situated within the Learning Resource Centre. LRC staff are on hand to advise on multimedia resources and there is also an extensive collection of Higher Education prospectuses that provides up-to-date information on over 200 Universities and Colleges in the British Isles.

Tertiary students have an additional resource area within the Millennium Building.

The careers programme is also enhanced by significant use of the College computer

suites, which are available to all students for research and further information.

Mrs Atkinson, Work Related Learning / Careers Coordinator, is available at lunchtimes to answer students' enquiries.

More in depth guidance is provided by Personal Advisers from Connexions Cornwall & Devon. As well as providing "drop in" consultations for all students at lunchtime, they offer 30-minute or one-hour individual Action Planning & Guidance sessions, responding to students' needs.

The College is committed to an ongoing process of planning, evaluating and reviewing our Careers programme. The responses of Year 11 students to a detailed questionnaire is of great assistance in the refining of the programme year on year.

Finally, we take great pride in submitting our programme to external accreditation and currently our



programme is endorsed by both the "Investor in Careers" and the "Investor in Education Business Partnership" awards.



ASSESSMENT OF STUDENTS

Key Stage 3

Your child's progress is assessed regularly. Vital informal assessments are made many times each day by every teacher. Informal and formal records of progress are kept, particularly in the Student Planner.

Profile Reports are issued each year. They cover such matters as behaviour, quality and quantity of work and subject specific courses. In Years 7 and 8 students are following Key Stage 3 programmes of study and parents can ask for more detailed information on their child's achievements. Parents are invited each year to review, with staff, the progress that is being made by their son or daughter. Additional meetings can be initiated at any time throughout the academic year by parents and staff. At the end of Year 9 students begin a number of GCSE courses and at the end of the year undertake Key Stage 3 SATs tests in Mathematics and Science and, along with teacher assessment results are published and distributed. While English SATs are taken at the end of Year 8.

Key Stage 4

College Profile Reports and examination results and/or predictions will form an important aspect of assessment at their vital Key Stages.

Individual GCSE and other examined subjects are assessed in Years 10 and 11 and reported, including comment on predicted grades. Parents may also request interim progress reports.

Key Stage 5 (Tertiary Sector)

Assessment and review of student progress continues in the Tertiary years (Years 12 and 13). An Academic Monitoring Report summarising the students' current subject progress is issued in November each year. Each subject has a detailed assessment system that marks progress within that subject. Annual subject specific Profile Reports are produced for each academic

year, be it "A" Level or Vocational. Parents can also request interim progress reports.

Profiling / Reporting

Strong links between College and home are most important to the overall welfare and progress of all students. Not only are Parents' Evenings held throughout the year, but the College aims, through its assessment system, to construct detailed profiles on each student. These profiles will embrace levels of assessment and specific work modules, which support the National Curriculum. Additional profiles are available which highlight tutorial development. The profiling process in its totality encourages teacher / student / parent discussion. In order for the system to work, an advanced computerised database is employed. Ivybridge Community College has been nationally acclaimed for its innovative work in this area and the computerised profiling system used enables staff to record student assessments efficiently and accurately. Staff statements on students are personally produced by Departments to form a Statement Bank and printed by the computer, thus enabling the College to maintain a personal dialogue with students, within an efficient, streamlined system.

SPECIAL EDUCATION NEEDS

The College identifies a special need as that which cannot be met by ordinary mainstream education. This includes those students who have a learning difficulty.

A student has a learning difficulty if he or she (a) has a significantly greater difficulty in learning than the majority of students of the same age; (b) has a disability that either prevents or hinders the student from making use of educational facilities of a kind provided for students at the College.

The College policy is to integrate these students with special needs into the academic and social life of the College and to enable these students to work to their full potential, from the least to the most able. The College has an open admissions policy, except when this is not in the best interest of the student.

The College's Inclusive Learning Manager is responsible for coordinating the educational provision for students with special needs, including the deployment of support staff and the organisation of extraction for those students who need it.

Purposes

- To meet the needs identified in the Statements of those at Stage 5.
- To follow the review procedures as detailed in the 2002 Code of Practice.
- To identify and cater for the special needs of those students without formal Statements.
- To provide mainstream support and help develop differentiated material to allow students the fullest access to the National Curriculum.
- To provide guidance for other staff who teach students with special needs.
- To monitor and evaluate the teaching programmes.
- To record, review and report students' progress.
- To liaise with parents and outside agencies.
- To liaise with the feeder schools and the learning centre to ensure a smooth transition and continuity in programmes of study.

- To foster acceptable attitudes of others towards students with special needs.
- To ensure, as far as is possible, a smooth transition into Further Education, training or employment.

Guidelines

- Individual Education Plans will be written and reviewed regularly for those students requiring "School Action" and beyond, as described in the Handbook.
- A variety of teaching methods and resources will be used to meet the students' differing needs.
- Close liaison between SEN staff and Departments will be maintained.
- Staff responsible for Special Needs, both Teachers and Teaching Assistants, will meet regularly, under the direction of the Inclusive Learning Manager, to discuss Departmental issues.
- Wherever possible students should be placed in mainstream education with support from staff experienced in special needs.
- Extraction for some students to work on basic skills is deemed necessary.

Identification, assessment and provision

- The procedures for identification, assessment and review are in accordance with the 2002 Code of Practice and are detailed in the SEN Handbook.
- The success of special needs provision within the College is judged by the progress made by the individual students in their area of identified difficulty.
- Parents are encouraged to bring any area of concern to the Inclusive Learning Manager.

DESTINATIONS 2008 - 2009

Forename	Surname	Destination	Course
Jake	Ackroyd	Gap Year	
Polly	Ainsley	Cardiff University	Environmental Geoscience
Abigail	Alford	Unconfirmed	
Holly	Almond	PCAD	Art Foundation Degree
James	Ansell	University of Plymouth	Business Studies
Mia	Ansell	University of Liverpool	History
Jonathane	Archer	University of Plymouth	Business Studies
Emma	Ash	Swansea University	Psychology
Rachel	Bagshaw	Southampton Solent University	Interior Design
Kirsty	Balkham	Unconfirmed	
Eleanor	Ballance	Loughborough University	Aeronautical Engineering
Emma	Barker	UCP Marjon	Primary
Jabez	Bartlett	The Arts Institute Bournemouth	Film Production
Florence	Barton	University of Bristol (2009)	Medicine
Joshua	Bashford	University of Plymouth	English in Education and Primary English
Daniel	Baylis	Oxford Brooks University	Physiotherapy
Tim	Bearne	Cardiff University	Economics & Finance
Mike	Berry	Unconfirmed	
Lauren	Bingham	University of Plymouth	Business Info Management Systems
Jim	Bleiker	Further Education	
Joshua	Bools	University of Plymouth	Computer and Information Security
Richard	Bright	Truro College	
Megan	Brooks	Employment	W.C. Rowe
Anna	Brough	Gap Year	
Charlotte	Bruce	Further Education	
Sally	Bucknall	Unconfirmed	
Matthew	Butt	University of Plymouth (2009)	Civil & Coastal Engineering
Clare	Cannon	Unconfirmed	
Mara	Cavill	University of Hertfordshire	Human Resources Management
Louise	Clarke	Employment	
Mark	Clifton	Unconfirmed	
Kayleigh	Coleman	UCP Marjon	Bed Primary (Teaching)
Rhiana	Coles	University of Plymouth	Sociology with Criminology and Social Justice
John	Collins	Bangor University (2009)	Biology
Abi	Coveney	University of Bristol	Chemistry
Simon	Cox	Cardiff University	Environmental Geoscience
Jonathan	Crane	Armed Forces - Royal Air Force	Intelligence Officer (1st) Commercial Pilot (2nd)
Janice	Crawford	City College Plymouth	Forensic Science

DESTINATIONS 2008 - 2009

Forename	Surname	Destination	Course
Charlotte	Cronk	University of Bournemouth (2009)	Adult Nursing (Dip)
Rachael	Crowe	Gap Year	
Adam	Cue	Unconfirmed	
Lee	Cunnington	University of Plymouth	Information and Security
Jade	Curtis	Unconfirmed	
Gillian	Daniels	University of Reading (2009)	Psychology
Rose	De Mendonca	Gap Year	
Bethan	Donaldson	Birmingham Conservatoire	Music
Abigail	Downing	University of Plymouth	Dietetics
Luke	Durston	Gap Year	
Tom	Edwards	Cardiff University	Banking and Finance
John	Ellmer	Unconfirmed	
Ben	Fadida	University of Leeds	Civil & Structural Engineering
Sam	Farley	University of Glamorgan Cardiff and Pontypridd	Media Production
Megan	Fellows	Employment	Child Care
George	Fleming	Unconfirmed	
Megan	Fletcher	University of the West of England Bristol	Law
Charlotte	Flower	University of East Anglia	Medicine
Grace	Francombe	Cardiff University (2009)	Mathematics, Operational Research 2 Statistics
Ben	Gentle	Swansea University (2009)	English with Creative Language
James	Ghillyer	Police Force	
Chesney	Gilberthorpe	UCP Marjon	Bed (Hons) Primary
Sam	Gillespie	University College Falmouth	3D Design
Abi	Gray	University of Gloucestershire	Health, Community and Social Care
Chantal	Greep	Gap Year	
Katherine	Grimoldby	PCAD	Foundation Degree
Chris	Groves	Brunel University	Economics & Business Finance
Benjamin	Gruitt	Unconfirmed	
Stephen	Hanley	Leeds College of Music	BA (Hons) Jazz
Natalie	Harrison	University of the West of England Bristol	Film Studies
Jo	Harvey	St Marys University College Twickenham	Sports Science
Jonathan	Harwood-Naisbitt	Gap Year	
Barbara	Haveron	Unconfirmed	
Rosie	Hayward	Leicester University	History
Dominic	Helson	The University of Hull	Jazz and Popular Music
Philip	Hickman	University of Leeds	Human Physiology
Gareth	Hill	Unconfirmed	
Louise	Hill	Aberystwyth University	Zoology

DESTINATIONS 2008 - 2009

Forename	Surname	Destination	Course
Rosie	Hillier	Unconfirmed	
Rosabelle	Hodder	School of Oriental & African Studies	History and Chinese
Rebecca	Hodgson	University of Wales Institute Cardiff	Speech & Language Therapy
Robert	Holden	University of Glamorgan Cardiff and Pontypridd	Sports Management
Tim	Horton	Bath Spa University	Performing Arts
Tony	Howcroft	Unconfirmed	
Fiona	Hudson	University of Nottingham	English Studies
Phillip	Hunter	The Arts Institute Bournemouth	Architecture
Alice	Hurn	Unconfirmed	
Matthew	Hutchings	University of East Anglia	English Literature with Creative Writing
Laura	Jack	The University of Gloucestershire	Geography & Sport & Exercise Sciences
Chloe	Jarvis	De Montford University	Human Communications (Speech & Language Therapy)
Richard	Jenkins	Bristol Rugby Club	Full time Rugby Contract
Ruth	Johns	Unconfirmed	
Sam	Johnson	Aberystwyth University	Physical Geography
Mark	Jones	Cardiff University (2009)	English Literature
Owen	Jones	University of Southampton	Graphic Arts
Richard	Jones	UCP Marjon	Sport Development & Coaching
Sinead	Kelly	Brunel University	Sports Sciences (Exercise and Fitness)
Sarah	Kempster	University of Winchester	Psychology
Jack	Kenning	University of Manchester	Geology
Haylea	Kidd	Employment	Riverford Farm Foods
Poppy	Kiem	Unconfirmed	
Poppy	Knight	Unconfirmed	
Stephen	Knowles	University of Bath	Mechanical Engineering
Jeremy	Lamming	Gap Year	
Nicola	Lannin	University of Gloucestershire	Criminology & Psychology
Holly	Launce	University of the West of England Bristol	Psychology and Forensic Science
Mark	Lee	Employment	Rugby
Katherine	Lewis	Birmingham City University	Primary Education with QTS
Richard	Lock	University of Bristol	Geology
Zoe	Lock	University of Northampton	Creative Writing & Social Care
Kerri	Lugger	Unconfirmed	
Kate	Magrath	University of Gloucestershire	Media Communication & Culture
Callum	McCarthy	Unconfirmed	
Nathan	McCarthy	University of Cambridge	Natural Sciences
Oscar	McDonald	University of Sheffield	Architecture
Kate	McKenny	University of Portsmouth	Sports Science

DESTINATIONS 2008 - 2009

Forename	Surname	Destination	Course
Poppy	Middlemiss	University of Southampton	Environmental Science
Alex	Milden	University of Portsmouth (2009)	Marine Biology
Ryan	Miller	University of Edinburgh	Medicine
James	Mogridge	University of Southampton	Geography
Amy	Mortimore	University of Wales Institute Cardiff	Speech & Language Therapy
Laura	Newcombe	Unconfirmed	
Thomas	Newman	UCP Marjon	Coach & Physical Education
Diane	Neza	University of Bath	Sports Coaching
Francesca	Niedzielski	Oxford Brooks University	Communications, Media & Culture/English Language & Linguistic
Sarah	Oldershaw	University of Portsmouth	Mathematics
Alex	Ong	Employment	
Amy	Osborne	Employment	Child Care
Sally	Osborne	University of Reading	Biological Sciences
Dannielle	Palmer	University of Plymouth	Psychology
Meagan	Parker	University of Reading	Educational Studies (Primary) with English
Lewis	Paterson	UCP Marjon	Coach & Physical Education
James	Pernett	Unconfirmed	
Paul	Perrins	Cardiff University	Zoology
Sam	Peters	University of Plymouth	Foundation Pathways in Technology
Doug	Phillipson	Durham University	Mathematics
Verity	Pitts	University of the West of England Bristol	Psychology
Hayley	Pocock	Unconfirmed	
Barney	Pountney	Swansea University	Biology
Dulcie	Price	De Montfort University (2009)	Graphic Design
Joshua	Priscott	University of the West of England Bristol	Psychology
Kimberley	Priscott	University of Plymouth	Psychology
Nathan	Reeves	University of Bath	Sports Performance
Michael	Riley-Wallace	Unconfirmed	
Craig	Robinson	University of Portsmouth	Property Development
Ross	Robinson	University of Plymouth	Surf Science & Technology
Jamie	Rowe	Gap Year	
Rebecca	Rowe	University of Worcester	Sports & Exercise Science
Laura	Rowlands	Unconfirmed	
Penny	Rundle	University of the West of England Bristol	Primary Education (initial Teacher Education)
Laura	Shepherd	University of Plymouth	Tourism
Callum	Skelley	University of Reading	History
Julia	Sleeman	Newcastle University	Dentistry
Jessica	Smith	University of Worcester	Sports Therapy and Rehabilitation
Laura	Smith	University of Leeds	Geography

DESTINATIONS 2008 - 2009

Forename	Surname	Destination	Course
Monica	Smith	University of Chichester	English & Creative Writing with Fine Art
Charlotte	Staden	Employment	Administration
Kelly	Steel	Unconfirmed	
Joe	Stirmimann	Gap Year	
Amy	Stokes	University of Plymouth	Forensic Science
Daryl	Sullivan	University of Southampton	Film Studies & Philosophy
Chris	Swainson	Durham University	Natural Sciences
Ben	Tappin	Unconfirmed	
Jon	Taylor	University of Plymouth	Physical Geography & Geology
Daniel	Thompson	University of the West of England Bristol	Sports Therapy and Rehabilitation
Richard	Thorning	University of Bristol 2009	Aeronautical Engineering
Charlotte	Tonkin	University of the West of England Bristol	Psychology
Richard	Toogood	University of Worcester	Outdoor Adventure Leadership and Management BSc Hons
Francesca	Trant	Unconfirmed	
Abi	Tugwell	Gap Year	
Sally	Tuite	Cambourne College	Access to Physiotherapy
Daniel	Turner	University of Portsmouth	Sports Science
Naomi	Uzzell	University of Portsmouth	Geological Hazards
Joe	Vyse	Apprenticeship	Structural Engineering
Mike	Walters-Symons	University of Exeter (Cornwall Campus)	Renewable Energy
Lucas	Ward	University of Portsmouth	Architecture
Adam	Warden	Brunel University (2009)	Sports Science (Coaching)
Richard	Warrell	University of Birmingham	American & Canadian Studies
Fiona	Webber	Employment	Tesco
Samuel	Welch	Gap Year	
Lauren	Weston	Cardiff University (2009)	Psychology
David	Willacy	Loughborough University	Banking Finance & Management
Alice	Williams	University of Glamorgan Cardiff and Pontypridd	Film and Video
Rebecca	Wilson	Bath Spa University	Dance/Drama Studies
Stephen	Wilson	University of Portsmouth	Property Development
Heather	Winstanley	Rose Bruford College	Acting
Pippa	Wonnacott	Unconfirmed	
Elliott	Wood	University of Derby	Law
Gemma	Wright	University of Portsmouth	Property Development
Lorelle	Wright	University of Portsmouth	Three Dimensional Design
Mark	Yarnall	Cardiff University (2009)	Civil Engineering
Georgie	Yarnley	Unconfirmed	

EXAMINATION RESULTS

Summary Grade Analysis

Examination Season : Summer 2008
Level GCSE

Subject	A*	A	B	C	D	E	F	G	U
Art and Design	6	25	27	32	9	0	0	0	0
Business Studies	5	12	35	26	18	7	5	6	1
Catering	2	5	9	16	2	3	0	0	0
Citizenship	16	36	69	62	64	40	34	18	20
D&T Food Technology	1	3	4	6	4	0	2	1	0
D&T Product Design	0	6	9	8	4	4	1	0	0
D&T Resistant Materials	0	13	14	34	18	4	2	3	0
D&T Systems and Control	0	3	2	5	8	5	6	0	2
D&T Textiles Technology	0	4	4	4	2	0	0	0	0
Drama	1	26	23	4	3	0	0	0	0
English Lang & Lit	12	54	76	92	82	31	7	3	1
English Lit	22	74	69	53	71	25	3	1	2
Expressive Arts	0	0	21	8	1	2	0	0	0
French	1	7	18	26	16	4	1	0	0
Geography	5	18	21	44	17	14	7	3	0
German	4	4	18	19	11	2	2	0	0
History	24	22	28	27	22	16	3	4	1
Home Economics	1	9	15	9	6	0	0	0	0
Italian	0	1	0	1	0	0	0	0	0
Mathematics	14	41	82	97	78	28	15	5	2
Music	1	3	9	2	6	1	2	2	0
Religious Studies	6	46	56	52	58	61	40	25	7
Science VOC	0	0	15	68	31	10	5	1	0
Science Single Award	9	54	79	80	44	13	10	3	1
Science Additional	21	45	84	58	44	31	9	2	1
Sociology	2	5	16	6	2	5	3	2	0
Spanish	4	2	4	16	14	7	2	1	0
Sport/PE Studies	2	14	28	22	24	12	2	1	0
Statistics	9	7	2	1	0	0	0	0	

Short Course GCSE (Count one half of a full GCSE Grade)

	A*	A	B	C	D	E	F	G	U
Citizenship	16	36	69	62	64	40	34	18	20
Religious Education	6	46	56	52	58	61	40	25	7
Physical Education	0	0	0	0	0	1	0	0	0

EXAMINATION RESULTS

Summary Grade Analysis

Examination Season: Summer 2008

Level A2

Private Entries Excluded : External Candidates Excluded : Sex – Combined.

Subject	A	B	C	D	E	U
Art & Design Photography	4	4	6	4	1	0
Biology	8	14	10	7	6	0
Business VOC	0	4	3	3	0	0
Business Studies	4	0	2	4	0	0
Chemistry	10	5	3	7	0	1
Design Technology	2	2	6	0	1	0
Dance	1	0	1	1	0	0
Drama	5	8	2	0	0	0
English Lang/Lit	10	10	11	5	2	0
English Literature	2	0	3	3	1	0
Fine Art	6	7	1	1	1	0
French	1	1	1	2	1	0
General Studies	9	5	16	10	9	2
Geography	11	9	13	3	4	0
German	1	0	1	2	0	0
History	2	11	6	3	1	0
Information Technology	0	2	8	12	6	0
Maths Further	3	0	0	0	0	0
Maths	17	6	6	5	0	0
Media Studies	8	11	12	3	2	0
Music	0	2	2	0	0	0
Physics	8	2	4	3	1	0
Psychology	14	12	13	7	5	0
Religious Studies	1	3	2	2	0	0
Science VoC	0	0	4	6	3	0
Sociology	4	1	3	2	0	0
Spanish	0	0	2	0	0	0
Physical Education	7	10	8	10	0	0

Advanced Vocational

Subject	A	B	C	D	E	U
Business Studies	0	4	2	4	0	0
ICT	0	2	8	12	6	0
Science	0	0	3	7	3	0

Advanced AVCE Double

Subject	AA	BB	CC	DD	EE	U
Science	0	0	5	12	4	0

EXAMINATION RESULTS

National Certificate (equivalent to three GCSE passes)

	Distinction	Merit	Pass
ICT Level 2	50	63	89

BTEC First Diploma (equivalent to two GCSE passes)

	Distinction	Merit	Pass
Sports Studies	0	4	4

BTEC National Diploma (equivalent to three A level passes)

- Early Years - 7 students gained this qualification, two with all distinction grades.
Sports Studies - 8 students gained this qualification, five with all distinction grades.

Entry Level Certificate

Subject	Distinction	Merit	Pass
English	0	5	2
Maths	0	14	0
Child Development	1	1	0
Design Technology	2	2	8

NATIONAL CURRICULUM

ASSESSMENT RESULTS (SATs) 2008

The National Curriculum Tests are intended to indicate that Levels 5 and 6 as average attainment in Year 9. The 2008 SATs results show the percentage of students who gained Level 5 or better to be as follows:

	English	Mathematics	Science
Ivybridge Community College	84	85	80
National (2008)	73	76	72

2008 results at Level 7 or better generally shows well above national attainment (%).

	English	Mathematics	Science
Ivybridge Community College	12	41	15
National (2008)	8	29	15

- Our Cognitive Abilities Testing of this cohort in both Years 7 and 9 indicates the Year Group is around average when compared to national achievements in such tests. These figures would indicate a very sound achievement by the College.

SAT results Core Subjects:

Percentage of students at each level at the end of KS3 - Summer 2008

Figures are rounded to nearest percentage

	Abs	Below L3/4	3	4	5	6	7	8	5+
English	1	6		9	40	32	12		84
Reading	1	7		9	34	32	16		82
Writing	1	4		12	41	30	12		83
Maths	1	2	5	8	13	31	30	11	85
Science	1	1	4	15	30	35	15		80

Teacher Assessment core subject levels :

Percentage of students within the College achieving each Level at the end of KS 3 - Summer 2008:

	Abs	W	1	2	3	4	5	6	7	8	EP	5+
English	0	0	0	0	4	10	46	31	8	0	0	85
Maths	0	0	0	1	4	11	15	35	27	8	0	85
Science	0	0	0	0	3	12	34	32	19	0	0	85

2007 Foundation Subjects Teacher Assessments :

Percentage of students in the College gaining each level

	Percentage at each level											Pupils disapplied	Pupils absent
	W	1	2	3	4	5	6	7	8	EP			
Modern foreign languages	0	2	2	11	23	48	13	0	0	0	1	1	
Design and Technology	0	0	0	2	13	57	26	2	0	0	0	1	
Geography	0	0	0	2	9	43	42	4	0	0	0	0	
History	0	0	1	2	9	47	35	6	0	0	0	0	
ICT*	0	0	0	2	11	41	43	3	0	0	0	0	
Art and Design	0	0	0	1	13	52	30	3	0	0	0	1	
Music	0	0	0	1	8	67	19	4	0	0	0	1	
Physical Education	0	0	0	0	1	14	70	14	2	0	0	0	

W represents pupils 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

KS3 RESULTS AND TARGETS

Key Stage 3 SATs percentage of students gaining Level 5 and above in Core subjects.

	Subject	Targets	Results
2002/2003	English	86%	87%
	Maths	86%	84%
	Science	86%	88%
2003/2004	English	82%	78%
	Maths	82%	84%
	Science	80%	79%
2004/2005	English	82%	78%
	Maths	82%	83%
	Science	82%	86%
2005/2006	English	83%	85%
	Maths	80%	87%
	Science	80%	87%
2006/2007	English	82%	81%
	Maths	84%	84%
	Science	84%	84%
	IT	85%	89%
2007/2008	English	85%	84%
	Maths	85%	85%
	Science	85%	80%
	IT	85%	87%
2008/2009	English	85%	
	Maths	87%	
	Science	86%	
	IT	88%	

GCSE RESULTS AND TARGETS

Key Stage 4 GCSE percentage of students gaining 5 or more A* to C Grades.

	Target	Results
2002/2003	62%	70%
2003/2004	63%	73%
2004/2005	75%	82%
2005/2006	76%	78%
2006/2007	73%	79%
2007/2008	73%	78%
2008/2009	76%	



IVYBRIDGE COMMUNITY COLLEGE
HARFORD ROAD, IVYBRIDGE, DEVON, PL21 0JA

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Internet : www.ivybridge.devon.sch.uk

Telephone : 01752 691000
Fax : 01752 691247

Dear Parent/Guardian

The College provides an extensive instrumental tuition service, which covers all orchestral instruments plus guitar and drum kit. Lessons are provided, on a rotation basis, throughout the College day and the cost is £80 per term. Students will need to hire or buy their own instruments. Several music shops offer a hire scheme and there is also a scheme whereby the VAT can be saved on the cost of a new instrument when purchased outright via the College.

If you would like your child to be allocated a place for instrumental tuition, please complete the slip below and return it to me as soon as possible. Upon successful placement into the scheme a request for payment of £80 will be sent to you.

As more and more students take advantage of these lessons it becomes increasingly difficult to satisfy the demand. In popular areas such as flute, clarinet, drum kit and guitar it is often impossible to provide lessons for all those who would like them. Where supply does not meet demand, the Music Department follows a priority system:

1. Students who have attended the College Music Centre
2. Student date order from when the reply slip was received by the Music Department

Yours sincerely

Hilary Hall
Music Department

✂-----
To: Mrs Hilary Hall, Music Department, Ivybridge Community College

My son's/daughter's name _____ Tutor _____

I would like to book him/her into the College Instrumental programme for _____
(name of instrument). My son's/daughter's present instrumental teacher is _____
and he/she has been learning for _____ weeks/years. The last instrumental examination taken
was Grade _____. My son/daughter is a beginner.

Signed _____ Contact tel no. _____

N.B. Please contact the College immediately if you decide you no longer require the placement.

The Music Department runs seventeen different music ensembles, listed below, all of which take part in various concerts throughout the year. Students are expected to take advantage of at least one of these, not only because they will make speedier progress, but also for the enjoyment of making music with others of a similar standard. Those who have private lessons are also welcome. The Music staff and instrumental team will be only too happy to advise on which ensemble to join.

MUSIC CENTRE ORCHESTRA:	For Music Centre students and College students of Grade 1 to 2 standard. Other College students are welcome to help.
BRIDGE BAND:	Grade 2 to 4 standard.
WIND BAND:	Grade 5 standard and above subject to places being available.
BIG BAND:	Grade 5 standard and above.
STRING ENSEMBLE:	Grade 3 standard and above.
STRING QUARTET:	Grade 6 standard and above.
FLUTE ENSEMBLE:	Grade 3 standard and above.
CLARINET ENSEMBLE:	Grade 3 standard and above.
SAXOPHONE ENSEMBLE:	Grade 3 standard and above.
SAXOPHONE QUARTET:	Grade 6 and above.
BRASS ENSEMBLE:	Grade 2 standard and above.
RECORDER GROUP:	For those with some playing experience.
CELLO ENSEMBLE:	Open to all Cellists.
DOUBLE REED ENSEMBLE:	Open to all Oboe and Bassoon players.
YOUTH CHOIR:	Open to all students in Years 7, 8 and 9.
CHAMBER CHOIR:	Open to all students.
SINKOPATION:	The College junk band is open to all students. There are seldom places available for this activity and students may be on the waiting list for several years.

GOVERNING BODY

THE GOVERNORS' GENERAL

EXPECTATIONS OF STANDARDS AND BEHAVIOUR

- Students and staff should enjoy a first class learning environment in which they achieve their full potential.
- All members of the College community should respect and encourage each other with an emphasis on positive reinforcement.
- The College to provide the equality of opportunity for all.
- High standards of attendance, punctuality and uniform.
- All Governors and staff seek to promote the students' personal, social, moral and intellectual development.
- No parking on site.

STANDARDS EXPECTED OF STAFF

- Lessons should be well planned, challenging, using appropriately differentiated materials and well disciplined.
- High standards of attendance, punctuality and dress.
- Work should be set and marked regularly, with detailed records of student progress recorded and reported, according to the College's Assessment Policy.
- Classrooms should be safe and welcoming with appropriate students' work displayed.
- Rewards and sanctions to be recorded as appropriate.
- Car parking only with Staff Parking Permit displayed.

REWARDS AND SANCTIONS

A range of sanctions are necessary to ensure that students maintain the high standards of work, dress and behaviour that we expect. Therefore, these exist to deter students from further inappropriate behaviour.

The College actively supports and promotes a positive learning and teaching environment and therefore recognises achievement and effort at all levels. These are further outlined on our College website or details can be requested from the College.

MISCELLANEOUS

HEALTH AND SAFETY

The College is committed to promoting an environment where all students are taught in an atmosphere of security and wellbeing. Consequently, the College operates a 'No Smoking' policy throughout the whole site that is applicable to staff, students, parents and all visitors. Therefore any student who puts the health of others at risk by bringing onto the site cigarettes, matches or any illegal or dangerous substances, will not be accepted in the College and this may lead to permanent exclusion.

The College actively supports and promotes a positive learning and teaching environment and therefore recognises achievement and effort at all levels. These are further outlined on our College website or details can be requested from the College.

LOST PROPERTY

It is vital that students' names are put in all College uniform. Please write students' forenames as we have many students with the same surname. All students' belongings will be returned via Student Reception and their Tutor if they are clearly labelled.

All items which are not labelled are stored for 1 month, after which they are sent to local charity shops.

VISITORS TO THE COLLEGE AND SECURITY

All visitors to the College are requested to report to the Millennium Reception unless specifically asked to report elsewhere. At the reception, you must explain the reason for being at the College, sign the visitors' book and receive a lapel security badge. You will also be required to display a Visitor's Parking Permit in your vehicle if you have parked on the College premises. Please do not feel offended if you are politely challenged by anyone in the College who does not recognise you and if you are not wearing a badge.

DISCLAIMER

Thank you for reading the prospectus. Information that changes yearly or termly will be identified on our website. Whilst every effort is made to ensure accuracy, please appreciate that details may change during the course of your child's education, because of government legislation or an agreed change of policy.