

# Chew Valley School

Learn

Grow

Achieve



**ADMISSIONS SEPTEMBER 2016**

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Most students at the school come from the 120 square miles of the Chew Valley. The Local Authority has set an Admission Number of 210. The school is almost always over-subscribed and so it is anticipated that the majority of the school's intake will live within the school's area of prime responsibility. However the school will be able to accept out of area applications. Last year 69 places were awarded to out of area applicants.

### OFSTED

Chew Valley was last inspected in May 2015. The Ofsted team felt that this was a good school with an outstanding Sixth Form. The report noted that "the curriculum has been developed to include a range of subjects which are well matched to students' talents and aspirations. Attainment is very high in a wide range of subjects" and "the relationships between teachers and students are strong and this results in high expectations for students' achievement." Inspectors were also impressed by the pastoral care in the school which was found to be "extremely strong. Students feel very safe and well cared for when at school." Ofsted were also full of praise for Chew Valley's inclusive and tolerant ethos, reporting that "students demonstrate high levels of respect for each other and are extremely welcoming of difference. Discrimination of any kind and the use of derogatory language are not tolerated."

A summary and full copy of the report is published on the school website at <http://www.chewvalleyschool.co.uk/Ofsted/>.

### CURRICULUM ISSUES

A full description of the curriculum is available on the school website [www.chewvalleyschool.co.uk/The-Curriculum](http://www.chewvalleyschool.co.uk/The-Curriculum)

### CURRICULUM AND GROUPING

#### Key Stage 3 (11 – 14):

When students arrive in Year 7 they are placed in tutor groups with students from across the full range of attainment and, with a few exceptions, all study the same range of subjects. The KS3 curriculum comprises English, maths, science, a modern foreign language (either French or Spanish), geography, history, PSHRE, technology, art, music, drama, computing and PE. Students are taught in their tutor groups for some subjects, and the work is differentiated to take account of individual strengths and weaknesses. Some students may be withdrawn from some lessons in order to receive extra support. During the first term, students will be put into groups divided by attainment for maths. More details of the composition of the KS3 curriculum can be found on the school website at <http://www.chewvalleyschool.co.uk/The-Curriculum/>.

#### Language Preferences

Where there are significant reasons for studying one language in Year 7 in preference to another it is essential that a request is made to Ms Straw (Assistant Headteacher in charge of transition) once a place has been offered by the Local Authority in March. As we need to

begin work on transition arrangements in spring and early summer we ask that requests are made within 28 days of receiving the offer of a place.

### **Key Stages 4 and 5 (14-19):**

Students commence courses leading to a wide range of national qualifications. There are courses for all levels of attainment and interests. Students and their parents are given extensive guidance to ensure that the courses chosen are suitable for the individual to achieve success. Details of the courses available are published in the Upper School Course Booklet, which is discussed with students and parents in Year 9 and is also published on the school website at <http://www.chewvalleyschool.co.uk/Parents/Year9Options/>.

Approximately two thirds of Year 11 students choose to stay at school post-16, following further or advanced courses. The full range of subjects currently offered to examination level may be seen from the Examination Results booklet which is available with this prospectus and by visiting the Sixth Form section of the School website. A separate Sixth Form Prospectus is also available at <http://www.chewvalleyschool.co.uk/sixthformprospectus/>.

### **RELIGIOUS EDUCATION & ASSEMBLIES**

Religious Education is provided for all students at Key Stage 3 and Key Stage 4 through PSHRE (Personal, Social, Health and Religious Education) and is also available as a Religious Studies examination option at GCSE and A Level.

Respect, understanding and tolerance of people of faith and those with none is promoted through our Personal, Social, Health & Religious Education curriculum [see below].

Regular assemblies are held for all year groups providing opportunities for reflection on themes of a moral or spiritual nature as well as guidance on learning behaviour.

### **PSHRE – PERSONAL, SOCIAL, HEALTH AND RELIGIOUS EDUCATION**

PSHRE is a key subject at Chew Valley School. It is taught by a team of specialists who follow a programme of study which includes issues such as sex and drugs education along with learning about religious, philosophical and political beliefs and practices.

Students also receive Citizenship and PSHRE through work done with their tutors in extended registration, through off-timetable workshops and as part of the discrete Citizenship and Enterprise curriculum in Year 9.

### **SCHOOL ORGANISATION**

Each child entering Year 7 is placed in a tutor group that includes some of his or her friends. Each tutor group is in the care of a form tutor who will be responsible, under the guidance of the Head of Year, for each child's welfare in all aspects of life at school. Students usually stay in these same groups with the same tutor for the first five years at Chew Valley. In most

subjects, students are taught in these groups in Year 7, but teaching groups will change through a student's career in school.

Each tutor group meets twice daily for registration. A programme of social and personal education is followed in registration periods and during off-timetable workshops.

## **HOMEWORK**

Homework is an important extension of work done in lessons. From Year 7 the homework set encourages self-discipline and initiative in students and also helps to keep parents in touch with the work done at school.

Each student is given a homework timetable and it is important for the individual student to plan the work so that required tasks can be accomplished at the appropriate times. Students write details of the work set into their homework diaries and parents and form tutors are expected to check these diaries regularly. Homework is also published in the Insight Portal (see below).

## **STUDENTS WITH SPECIAL NEEDS**

As a fully comprehensive school, we have students with exceptional skills and aptitudes and students who experience a range of special educational needs, be they physical, medical, emotional or learning difficulties. We value all our students and will address each individual's needs as positively and effectively as we possibly can.

Students experiencing difficulties will be supported either within the mainstream classes by the use of additional teachers or learning support assistants, or by being withdrawn from some lessons to follow specific, individual programmes of study. Their progress is carefully monitored and communicated to parents on a regular basis. We are immensely proud of the progress made by students with special educational needs, many of whom have gone on to achieve considerable success in external examinations and in their chosen careers.

Chew Valley School has a policy and plan for the inclusion of students with disabilities which with the Special Educational Needs Policy is available on the school website at <http://www.chewvalleyschool.co.uk/Governors/Policies/> or on request to the school.

## **HIGH ATTAINING STUDENTS**

Chew Valley School supports high attaining students during Year 7 by ensuring that the curriculum can be adapted to provide sufficient stretch and challenge for them. Ofsted noted that "teachers provide effective challenge for the most able by encouraging them to think deeply about what they are learning and to make links between different aspects of the subject." We also support talented young sportsmen and sportswomen through coaching, team fixtures and close liaison with external coaching agencies including Team GB.

## **RACE & EQUALITY ISSUES**

This school is committed to treating all students equally. Detailed policies on these issues exist and are followed. Incidents of racial or homophobic bullying are very rare but are always treated very seriously.

## **MEALS**

Cooked meals and snacks are available in school. A cafeteria system is operated where a wide choice of items is provided. Provision is also made for those children who wish to bring a packed lunch.

## **TRANSPORT**

Children living more than three miles from school are entitled to free transport on school buses. Allocation of places and planning of routes is done by the School Transport Section in the Education Department. Students who live nearer than three miles from school, or who live outside the school's normal catchment area, may be allowed to travel on school buses on payment of a concessionary fare. Students from Whitchurch and South Bristol usually travel on a service bus that serves the school, provided by a private company, ABus.

## **REWARDS & SANCTIONS**

We are proud of the high standards of behaviour achieved at Chew Valley School and make every effort to reward the achievements of our young people.

House points are awarded to students in recognition of good work, progress or service to the school. Presentations are made in assembly to tutor groups which have been awarded the most house points. Students are also awarded commendations for outstanding work or achievement. Consistent achievement is marked by the award of a Head's Commendation. Commendations and recognitions of positive behaviour are all visible to parents in the Insight Parent Portal (see below).

When a student's work or behaviour is below standard they may be placed on a daily report by their Head of Year and teachers are asked to comment on their work and behaviour in each lesson. This will be expected to be shown to parents/carers each evening.

In more serious cases, students may also be detained after school on a Tuesday with at least 24 hours' notice being given to parents. After-school detentions are only given and supervised by senior members of staff. All serious breaches of discipline are reported to parents and we aim to work together to ensure high standards of work and behaviour.

In extreme situations or after repeated misconduct, students may be internally excluded in a supervised work area or, for very serious breaches of school discipline, externally excluded from school for a fixed period.

The Behaviour and Bullying Policies are available on the Governors' area of the school website or on request to the school.

## SCHOOL UNIFORM

Our uniform code follows extensive consultation among students, parents, staff and governors.

It is, therefore, hoped and expected that all parents will endeavour to ensure we achieve the standards of dress and tidiness worthy of our school.

**The Governors are keen to ensure that students wear the correct uniform and that high standards of dress are maintained. They will give their full support to staff in their efforts to enforce the governors' uniform regulations.**

- Plain dark grey or black tailored trousers (no jeans, denims, corduroy patterns or 'tight fit' styles)
- White polo shirt with school crest (plain white polo shirt with collar may be worn but **only** under school sweatshirt)
- Plain black flat shoes - no trainers, boots, canvas or backless shoes. All shoes should adequately cover the foot for safety reasons.
- Girls may wear black or dark grey plain skirts. These skirts should not be 'tight fit' styles and must be knee length. Plain grey or black tights may be worn with these skirts.
- Sweatshirts may be worn; these are bottle green with the school crest for Years 7 to 9. For Years 10 and 11 sweatshirts are black with a school crest. Fashion tops (leather jackets, tracksuit tops, knitwear or hoodies) must not be substituted for school sweatshirts.

## PHYSICAL EDUCATION

### PE and GAMES KIT

Our new modern and easy to wear PE kit will be a uniform requirement for all new students to our Year 7 from 2015.

### GIRLS

Black/green PE top with school crest and House colour panel (embroidered surname)

Plain black shorts/skorts

**Optional** Black/green sweatshirt with school crest and House colour panel (embroidered surname)

Long green/black hockey socks

Training Shoes

## **BOYS**

Black/green PE top with school crest and House colour panel (embroidered surname)

Plain black shorts

Reversible black/green Rugby top with school crest and House colour panel (embroidered surname)

**Optional** black/green sweatshirt with school crest and House colour panel (embroidered surname)

Long green/black rugby socks

Football/Rugby boots

Training shoes

## **UPPER AND LOWER SCHOOL**

Make-up - No make-up is to be worn

Jewellery - No jewellery should be worn other than a watch and no more than **ONE** stud or plain sleeper in each ear. Flesh tunnels or similar items are not allowed. No rings. No other piercings are allowed.

## **HAIR STYLES**

Extreme hairstyles are not allowed, this includes sections of bleached hair and hair dye using unnatural colours.

## **NON-COMPLIANCE**

The Headteacher will enforce the Governors' policy on uniform and appearance. Where appropriate, a student may be sent to the Exclusion Room to work. A Fixed Term Exclusion might be appropriate where breaches of the uniform and appearance policy is persistent and defiant.

## **Years 12/13**

Students need to recognise school as a place of work and one that has a place in the wider community, therefore, a dress code is expected as in most places of professional work. The current dress code expects students to be clean, smart and tidy.

## **DfE Guidance**

In line with guidance published in October 2007, the governors have satisfied themselves that our school uniform is fair, reasonable, affordable and does not act as a barrier to parents when choosing the school. At least two suppliers will be appointed to avoid restricted competition.

## **OUT OF SCHOOL ACTIVITIES**

The extra-curricular life of the school is rich, varied and exciting. There are extensive opportunities for all students to participate in sport and outdoor pursuits. Music concerts, drama productions, foreign visits and exchanges and a host of other activities are a vital ingredient of school life. Participation in extra-curricular activities is great fun but it also develops the skills and initiative, which employers look for.

Many of our students have a mature and sensitive understanding of the needs of people less fortunate than themselves and charity events play an important part in the life of the school.

There is something for everyone and the development of the Chew Valley Leisure Centre with the floodlit all-weather pitch, gymnasium and fitness room, has extended the range of sporting opportunities even further. Similarly, within the arts, the school's success in achieving Arts Mark Gold demonstrates the school's commitment to encouraging as many students as possible to experience the enjoyment of making music, participating in drama events and in the thrill of dancing. The full range of extra curricular activities can be seen on the school website here <http://www.chewvalleyschool.co.uk/Extra-curricularactivities/>.

## **HOME SCHOOL PARTNERSHIP**

We encourage parents to be involved in the progress their children are making as individuals and in the wider well-being of the school as a community.

To promote this our Home/School Welfare Manager, Hilary Taylor, is always available. She can be telephoned on 01275 334212.

Appointments with tutors, the Head of Year and teaching staff can be arranged through Mrs Taylor.

The school will produce an annual written report on students' progress and two additional monitoring reports throughout the year and there will be parents' evenings when parents can meet form tutors and subject teachers to discuss their children's work at least once a year.

We do contact parents when a child's behaviour or progress is giving us cause for concern. We believe it is best to try to deal with problems at an early stage rather than wait for situations to become serious. The Home/School partnership is central to our ethos at Chew Valley School.

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## **SCHOOL SOCIETY**

The School Society is an organisation consisting of parents, teachers and friends of the school. The committee, comprising teaching staff, parents and village representatives, meets regularly and organises meetings and activities which are both enjoyable and informative.



We enjoy strong support from our parents and regard their involvement as being essential to the continued success of the school. If you would like to get involved you would be made most welcome. Please contact the school reception to find out the date and venue of the next meeting.

### **COMPLAINTS PROCEDURE**

If parents are unhappy about some aspect of the school and the matter cannot be satisfactorily resolved by members of staff, they should contact the Headteacher. If the matter cannot be resolved with the Head, parents may contact the Chair of Governors. If this fails to resolve the problem, parents may contact the Director of Education at the Local Education Authority. Our Concerns and Complaints policy is published on the school website.

### **WHISTLEBLOWING**

The school has adopted a rigorous procedure to prevent serious abuse or malpractice. This is detailed in section 1.6 of the Finance Policy which is published on our website and is available at Reception on request.

### **INFORMATION FOR PARENTS**

The school provides a termly calendar of events for parents who are warmly invited to attend fixtures, concerts and events. In addition, a periodic newsletter brings up to the minute news and information about the life of the school. There is also a Twitter-feed which provides regular news and updates from the school which can be followed @ChewValleySch.

The school has, for many years, produced outlines of courses for parents. These include Lower School, Key Stage 4 and Sixth Form Course booklets, which give parents an outline of the work being covered in each subject for each Year. All of these are available on the school website via <http://www.chewvalleyschool.co.uk/The-Curriculum/>

Most importantly, the school has introduced the Insight Parent Portal which provides secure access to up to date information about children's progress in school. Through a number of screens parents are able to see, at a glance, information about attendance, attainment and behaviour, as well as being able to view homework that has been set and access all school reports on-line. The Insight Parent Portal can also be used to report absences, book appointments for parents' evenings, and view examination results and timetables. Parents/carers are issued with unique usernames and passwords when their children join the school. Students have their own accounts to access Insight themselves.

The Education Reform Act gives parents the right of access to detailed information and Schemes of Work, and also the right of complaint if the National Curriculum is not being adequately followed. Our programmes of study are available to view on the website at [www.chewvalleyschool.co.uk/The-Curriculum](http://www.chewvalleyschool.co.uk/The-Curriculum). Any parents who would like further information are invited to contact the Headteacher. We have always believed that it is very important for parents to be well informed about their children's work if we are to develop a strong partnership for the benefit of our children. Copies of all school policies can be found in Reception and on the school website under the "Governors" tab at <http://www.chewvalleyschool.co.uk/Governors/Policies/>

## **CHEW VALLEY GOVERNING BODY (SEPTEMBER 2015)**

The School is managed by a Governing Body, on which parents and members of staff are represented as well as nominees of the Local Authority. There are also a number of Governors co-opted from the local community. Governors are appointed for a term of office of four years.

### **Chair of Governors**

Mr B Wibberley

### **LA Representative**

Mr M Gorman

### **Parent Governors**

Mr R Lowe

Mr R Wren

Mr M Williams

Dr C Power

Mrs S Parry

Mrs J Harcup

Mrs S Williams

### **Community Governors**

Ms L Matthews

Mr D Palmer

Mr D Hollomon

Mr K Slater

### **Partnership Governors**

Mr J Nelson-Smith (Vice Chair)

Mr B Wibberley

Mr M Torrible

### **Staff Governors**

Ms J Hibbert

Mr D Kenny

Miss J Nichols

### **Headteacher**

Mr M Mallett

### **Clerk to the Governors**

Mrs J Seeley

**All of the above can be contacted via the Clerk to Governors at the school**

## EXAM RESULTS 2015

### Subject Grades at A-Level

Subject	Entries	A*	A	B	C	D	E	U
Art & Design (Fine Art)	6	3	0	1	1	1	0	0
Art and Design (Photography)	12	0	1	4	5	2	0	0
Art and Design (Textiles)	2	1	0	1	0	0	0	0
Biology	18	1	2	5	6	2	2	0
Business Studies	4	0	0	1	1	1	1	0
Chemistry	20	1	1	7	9	2	0	0
D&T Product Design	5	0	2	3	0	0	0	0
Dance	3	0	0	1	2	0	0	0
Drama	13	0	1	3	3	3	3	0
English Language & Literature	14	0	2	2	6	2	2	0
English Literature	15	1	1	5	3	3	2	0
French	1	0	0	1	0	0	0	0
Geography	19	0	3	6	6	2	2	0
German	2	0	0	1	1	0	0	0
History	13	1	2	3	4	3	0	0
Further Mathematics	7	1	2	3	0	1	0	0
Mathematics	21	3	5	4	7	2	0	0
Media Studies	13	0	1	7	3	2	0	0
Music	1	0	0	0	1	0	0	0
Physics	6	1	2	1	2	0	0	0
Psychology	27	2	5	10	6	3	1	0
Religious Studies	1	0	0	0	0	1	0	0
Environmental Studies	9	0	0	1	4	3	1	0
Sociology	20	1	4	7	6	1	1	0
Spanish	3	0	0	3	0	0	0	0
PE	7	2	1	1	2	1	0	0

## Subject Grades at AS Level

Subject	Studs	A	B	C	D	E	U
Art	12	2	2	1	3	1	3
Biology	41	2	11	1	10	8	9
Business Studies	8	0	1	4	0	3	0
Chemistry	29	4	5	3	4	7	6
Critical Thinking	6	0	1	2	3	0	0
Dance	2	0	1	1	0	0	0
English Language & Literature	26	0	6	7	6	6	1
English Literature	17	1	4	6	5	1	0
Environmental Studies	16	0	1	6	2	3	4
French	5	2	0	2	1	0	0
Further Mathematics	4	4	0	0	0	0	0
Geography	32	7	6	5	10	2	2
German	1	0	0	0	1	0	0
History	16	0	8	3	4	1	0
Mathematics	23	8	3	7	0	4	1
Media Studies	20	5	4	7	0	4	0
Music	1	0	0	0	1	0	0
Music Technology	2	0	0	0	1	1	0
PE	9	0	1	5	2	1	0
Philosophy	4	0	2	0	0	2	0
Photography	17	0	2	5	5	5	0
Physics	20	0	1	4	2	2	11
Product Design	9	0	1	1	3	1	3
Psychology	39	3	9	9	7	4	7
Sociology	32	3	7	7	5	4	6
Spanish	7	0	4	1	1	1	0
Textiles	3	0	2	0	1	0	0
Theatre Studies	5	0	2	0	2	1	0

## GCSE Results by Subjects

Subject	Studs	A*	A	B	C	D	E	F	G	U
Art	48	1	5	12	22	6	2	0	0	0
Biology	55	12	23	16	4	0	0	0	0	0
Chemistry	55	12	19	12	12	0	0	0	0	0
Computing	16	0	2	1	4	1	4	2	2	0
Dance	20	0	4	5	5	4	1	1	0	0
Drama	50	5	7	11	11	10	4	2	0	0
English and English Language	197	6	25	44	63	45	13	1	0	0
English Literature	184	6	18	58	64	26	11	1	0	0
Food Technology	20	0	3	6	10	1	0	0	0	0
French	55	8	6	8	10	22	1	0	0	0
Geography	119	5	22	18	29	28	11	3	3	0
German	19	2	4	3	5	3	2	0	0	0
Health & Social Care	15	0	1	4	5	0	4	1	0	0
History	66	1	11	20	15	13	5	1	0	0
Mathematics	198	14	20	51	85	12	6	5	4	1
Media Studies	50	2	14	17	11	2	4	0	0	0
Music	26	2	8	5	3	3	3	0	0	2
PE	53	5	12	15	15	4	2	0	0	0
Physics	55	11	20	14	9	1	0	0	0	0
Product Design	15	0	2	0	8	3	1	1	0	0
RE	15	3	1	2	3	5	1	0	0	0
Core Science	104	0	6	38	40	18	2	0	0	0
Additional Science	104	0	7	31	48	16	2	0	0	0
Spanish	79	2	9	13	27	20	3	5	0	0
Systems & Control	16	0	3	3	6	4	0	0	0	0
Textiles	7	0	5	1	1	0	0	0	0	0

## Key Stage 4 Performance Indicators

Measure	Detail	All	%	Male	%	Female	%
<b>Progress Measures</b>	Expected level of progress in English between KS2 and KS4	108	69.68 %	48	60.76 %	60	78.95 %
	Students included in the English progress measure (coverage)	155	77.89 %	79	78.22 %	76	77.55 %
	Expected level of progress in maths between KS2 and KS4	128	81.53 %	67	78.82 %	61	84.72 %
	Students included in the maths progress measure (coverage)	157	78.89 %	85	84.16 %	72	73.47 %
<b>GCSE or Equivalent Achievements</b>	Students attaining 5+ A*-C (or equivalent) including English & maths	126	63.32 %	56	55.45 %	70	71.43 %
	Students attaining 5+ A*-C (excluding equivalences) including English & maths	126	63.32 %	56	55.45 %	70	71.43 %
	Students attaining 5+ A*-C (or equivalent)	145	72.86 %	65	64.36 %	80	81.63 %
	Students attaining 5+ A*-G (or equivalent)	198	99.50 %	101	100 %	97	98.98 %
	Students attaining at least one qualification	198	99.50 %	101	100 %	97	98.98 %
<b>English Baccalaureate</b>	Students entered for English Baccalaureate	132	66.33 %	62	61.39 %	70	71.43 %
	Students attaining the English Baccalaureate	73	36.68 %	27	26.73 %	46	46.94 %
	Students attaining A*-G in all EBacc subject areas	132	66.33 %	62	61.39 %	70	71.43 %
<b>English Baccalaureate Subjects</b>	Students entered for English	198	99.50 %	101	100 %	97	98.98 %
	Students attaining A*-C in English	139	69.85 %	61	60.40 %	78	79.59 %
	Students entered for maths	198	99.50 %	101	100 %	97	98.98 %
	Students attaining A*-C in maths	170	85.43 %	88	87.13 %	82	83.67 %
	Students entered for two sciences	159	79.90 %	81	80.20 %	78	79.59 %
	Students attaining A*-C in two sciences	135	84.91 %	64	79.01 %	71	91.03 %

Measure	Detail	All	%	Male	%	Female	%
	Students entered for a language	148	74.37 %	67	66.34 %	81	82.65 %
	Students attaining A*-C in a language	93	62.84 %	37	55.22 %	56	69.14 %
	Students entered for a humanities subject	162	81.41 %	82	81.19 %	80	81.63 %
	Students attaining A*-C in a humanities subject	102	62.96 %	45	54.88 %	57	71.25 %
<b>The Basics</b>	Students attaining A*-C grades in English & maths	132	66.33 %	61	60.40 %	71	72.45 %
	Students attaining A*-G grades in English & maths	197	98.99 %	101	100 %	96	97.96 %
<b>Averages</b>	Average number of qualifications per student	8.71		8.57		8.85	
	Average number of GCSEs per student	8.27		8.10		8.45	
	APS per student capped at best 8	326.45		311.70		341.65	
	APS per student GCSEs only	350.77		332.24		369.88	
	APS per student uncapped	365.11		348.08		382.65	

#### **ABSENCE OF STUDENTS DURING 2014-15**

Number of students of compulsory school age: 989

Percentage of AUTHORISED absences: 4.3%

Percentage of UNAUTHORISED absences: 0.5%

**Destination of Year 13 Leavers 2015**

<b>Name</b>	<b>Institution</b>	<b>Course/Employment</b>
ABERNETHY-HOPE, Megan	Bristol Old Vic	Stage Management
BANKS, Megan	University of Winchester	Primary Education
BARKER, Dilys		Gap Year
BENDALL, Megan	Bath Spa University	Global Development and Sustainability
BOWEN, Fergus	University of Nottingham (2016)	Physics
BRAY, Michael	University of Derby	Film Production
BURFORD, Aaron	City of Bristol College	Professional Photography
CARTER, Rebecca	Plymouth University	Events Management
CHAPLIN, Shayna	Cardiff University	Psychology
CHARD, Lucy	Plymouth College of Art	Photography
CHUNG, Joseph	UWE, Bristol	Business Management with Marketing
CLARK, Joseph	Cardiff University	Education Studies and Early Childhood Studies
CONWAY, James	UWE, Bristol	Biological Science
CROSS, Hannah	Norland College	Early Years Development and Learning
CROUCHER, Oliver	Cardiff University	Business Management
DAVIES, Adrian	Leeds Beckett University	Sports Development



<b>Name</b>	<b>Institution</b>	<b>Course/Employment</b>
DAVIS, Kelsie		Gap Year
DURY, Josh	Weston College	Photography and Art (Foundation)
DUNPHY, Katie	Plymouth University	Biological Science
DURNELL, Lauren	University of Kent	Criminal Justice and Criminology
ENGLAND, James		Acutrail Apprenticeship (Accountancy)
FENN, Becky	University of Southampton	Medicine
FINCH, Laura	Loughborough University (2016)	Geography and Sports Science
FORGE, Francis	Swansea University	History
FOXON, Amelia	Swansea University	History
GARDINER, Harriet	Plymouth University	Psychology
GENTLE, Lukas	University of Central Lancashire	Forensic Science
GODFREY, Niamh	Plymouth College of Art	Photography
GRANT, Ben	Birmingham City University	Real Estate Management
HARRISON, Chelsea		Gap Year
HEAD, Julia	University of Manchester (2016)	Drama
HERON, James		Gap Year

<b>Name</b>	<b>Institution</b>	<b>Course/Employment</b>
HEWER, Brandon	University of Bath	Computer Science
HILL, Nick	Birmingham University	Maths
HODSON, Alex	UWE, Bristol	Forensic Science
HUNT, Georgia	University of Leeds	Maths
JONES, Shannon	Bath Spa University	Education/Psychology
JOYNER, Elliot	Cardiff University	Chemistry
KERR, Fraser	De Montfort University, Leicester	Economics
KUSERI, Imogen	Plymouth University	Biological Science
LANNING, Lydia	Bristol School of Art	Art Foundation
LACEY, Jessica	UWE, Bristol	Bristol and Events Management
LAMBERT, Abigail	University of Surrey	Child Nursing
LEAR, Sam	Swansea University	Engineering
LEE, Jessica		Working in Australia
LEWIS, Samuel	UWE, Bristol	International Business
LUCKETT, Gwilym	University of Worcester	Geography
MANVILLE, Nicholas	Swansea University	Geography

<b>Name</b>	<b>Institution</b>	<b>Course/Employment</b>
MATTHEWS, Daisy	Plymouth University	Environmental Science
MILVERTON, Daniel	Lancaster University	Mechanical Engineering
MITCHELL, Emmy	University of Southampton	Psychology
MOORE, Molly	City of Bristol College	Fashion and Photographic Make-up
MOORHOUSE, Anna	University of Reading	Geography (Human and Physical)
NEWMAN, Grace		Gap Year
NIELD, Sophie	Plymouth University	Acting
O'BRIEN, Katie	UWE, Bristol	Law
PARNELL, Tayler	UWE, Bristol	Psychology with Law
PEMBERTON, Josephine	Liverpool Institute of Performing Arts	Music, Theatre and Entertainment Management
POYNTZ, Maisie	University of Creative Arts	Fashion Promotion and Imaging
PRICE, Alex	University of Plymouth	Ocean Science and Marine Conservation
RAGADIO, John Emmanuel	Falmouth University	Sustainable Product Design
REYNOLDS, Lucy		Gap Year
RICHARDS, Carrie-Anne		Gap Year
SALTER, Charlie	University of Gloucester	Film Studies

<b>Name</b>	<b>Institution</b>	<b>Course/Employment</b>
SAUNDERS, Bradley	UWE, Bristol	Law with Psychology
SCHOLEFIELD JOHNSON, Martha	Plymouth University	Dance Theatre
SHAW, Joanna	University of Birmingham	Sociology
SHOWERING, Alicia	University of Liverpool	Biological Sciences
SLATCHER, Derri	University of Brighton	Chemistry
SMITH, Jessica	University of Birmingham	Law
STRATFORD-TUKE, Richard	UWE, Bristol	Computing (Foundation)
TERRELL, Robert	Plymouth University	Psychology
TERRELL, Timothy	University of Birmingham	Sport and Exercise Sciences
TORRIBLE, Joseph	University of Exeter	Law
TRENEMAN, Sophie	University of Cardiff	Media, Journalism and Culture
TURNER, Helena	Newcastle University	Combined Honours
TURNER, Imogen	Oxford Brookes University	Environmental Science
UPPINGTON, Matthew	University of Bristol	Engineering Mathematics
VINCENT, James	University of Derby	Environmental Hazards and Geology
VIPOND, Victoria	University of Exeter	Maths

Name	Institution	Course/Employment
WEAVER, Lauren	UWE, Bristol	Business Management with Accounting and Finance
WEBB, Rosie	University of Nottingham	History
WEMBRIDGE, Robert	University of Derby	Information Technology Management for Business
WHITE, Jessica	University of Reading	Psychology
WILKES, Connor	Plymouth University	Mathematics with Finance
WILLIAMS, Elysia	Bristol School of Art	Art (Foundation)
WILTSHIRE, Tyler	Plymouth University	Biomedical Science
WRIGHT, Ollie	University of Liverpool	Law