

Chew Valley School

Learn

Grow

Achieve



ADMISSIONS SEPTEMBER 2017

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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 93 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

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 Some students may be withdrawn from some lessons in order to receive extra support.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, relationships and drugs education along with learning about religious, philosophical and political beliefs and practices. Citizenship is also taught by the same team.

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 and Assistant 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 many 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, during off-timetable workshops and Enrichment activities.

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 planners, and parents and form tutors are expected to check these planners 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.

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 Chew Valley Leisure Centre with the floodlit all-weather pitch, gymnasium and fitness room, has maintained an extended range of sporting opportunities. 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 three reports annually reporting on students' progress. 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. Information evenings are held for all year groups to give parents an update on the school's focus for the coming year.

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.

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.

CHEW VALLEY GOVERNING BODY (SEPTEMBER 2016)

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

Ms J Nichols

Mr D Kenny

Partnership Governors

Mr B Wibberley

Mr M Torrible

Staff Governor

Ms J Hibbert

Headteacher

Mr G Beynon

Clerk to the Governors

Mrs J Seeley

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

EXAM RESULTS 2016

GCSE Results 2016

GCSE results were equally of the highest standard this year with 70% of students achieving 5A* - C including English and Maths. On the new Progress measures Chew Valley looks set to exceed the national average for adding value. Superb subject performances included English Literature where 82% of students achieved a grade C or above and Mathematics where the figure was 81%.

Subject Grades at GCSE

Subject	A*	A	B	C	D	E	F	G	U	Entries
Art	3	5	14	38	6	0	1	2	0	69
Business Studies	0	0	0	2	3	0	0	4	6	15
Child Development	0	1	1	4	7	5	2	0	0	20
Computing	2	4	0	1	2	2	1	1	0	13
Construction	0	0	0	0	0	0	6	0	0	6
Construction Diploma	0	0	0	0	0	0	3	0	1	4
Dance	0	1	7	4	2	1	0	0	0	15
Drama	2	9	10	20	6	2	0	1	0	50
English Language	8	23	53	57	34	14	4	2	0	195
English Literature	9	31	53	66	22	8	5	1	0	195
Food Technology	1	3	10	5	7	3	0	0	0	29
Geography	7	18	27	22	25	11	5	1	0	116
Health and Social Care	0	0	1	4	5	8	0	2	0	20
History	6	17	23	23	6	3	4	1	0	83
IT Option	0	0	3	1	6	4	2	1	0	17
Maths	7	39	41	74	12	11	7	4	0	195
Media Studies	4	5	14	9	6	1	0	0	0	39
MFL French	2	6	6	9	15	9	3	0	0	50
MFL German	1	6	2	7	1	0	0	0	0	17
MFL Spanish	11	14	17	12	18	11	0	1	0	84
Music	2	7	4	2	0	0	0	0	0	15
PE Option	5	13	13	13	9	1	0	0	0	54
Product Design	0	1	4	5	0	2	3	1	0	16
RE Option	6	2	1	0	0	0	0	0	0	9
Science Additional	0	8	29	44	16	2	2	0	0	101
Biology	2	20	23	8	1	0	0	0	0	54
Chemistry	6	23	19	5	1	0	0	0	0	54
Core	0	7	29	51	13	2	0	0	0	102
National	0	0	0	0	6	13	0	5	4	28
Science National Single	0	0	0	0	1	5	0	24	9	39
Physics	5	20	22	6	1	0	0	0	0	54
Technology - Systems	1	0	4	5	4	2	1	0	0	17

A Level Results 2016

Chew Valley School students celebrated outstanding A level results with 49% graded A*-B and 20% A*/A. 75% of applicants gained places at their first choice university and 30% of applicants gained places at Russell Group universities. Students secured university places to study a range of subjects from Accountancy and Business to Veterinary Nursing.

A number of students secured places on higher level apprenticeships in Accountancy, Digital Marketing, Electrical Engineering, Public Relations, Child Care and Information Technology.

Subject Grades at A Level

Subject	A*	A	B	C	D	E	U	Entries
Art	0	2	3	0	1	0	0	6
Biology	1	2	8	4	7	3	0	25
Business Studies	0	0	1	4	1	0	0	6
Chemistry	1	4	5	3	1	1	0	15
English Language & Literature	1	0	5	4	2	0	0	12
English Literature	0	1	3	2	3	0	0	9
Environmental Studies	0	0	1	2	5	2	1	11
Extended Project Qualification	0	1	0	0	0	0	0	1
French	1	2	0	0	0	0	0	3
Further Maths	1	1	1	0	0	0	0	3
Geography	1	2	7	3	5	0	0	18
German	0	0	0	1	0	0	0	1
History	0	0	5	4	1	0	0	10
ICT Introductory Diploma	0	1	0	0	0	0	0	1
ICT Subsidiary Diploma	0	1	0	0	0	0	0	1
Maths	3	6	7	1	2	0	0	19
Media Studies	0	3	5	4	1	0	0	13
Music	0	0	0	1	0	0	0	1
Music Technology	0	0	0	1	1	0	0	2
PE	0	0	1	3	1	0	0	5
Philosophy and Belief	0	0	0	1	0	0	1	2
Photography	0	0	2	1	4	1	0	8
Physics	0	1	1	2	0	0	0	4
Psychology	0	3	5	11	5	1	0	25
Sociology	0	5	3	6	4	0	0	18
Spanish	0	3	1	0	0	0	0	4
Technology - Product Design	0	0	1	3	1	0	0	5
Textiles	0	0	1	0	1	0	0	2
Theatre Studies	0	0	0	2	1	0	0	3

DESTINATION OF YEAR 13 LEAVERS 2016

Institution	Course/Employment
Aston University, Birmingham	International Relations and Social Policy
Cardiff Metropolitan University	Foundation leading to Health Studies Sport Performance Analysis Biomedical Science
Cardiff University	Integrated Engineering Media and Communications Biological Science Biochemistry Accounting and Economics
City of Bristol College	Art Foundation
Coventry University	Media Production
Hartpury University Centre	Equine Science
Imperial College of London	Biochemistry with Spanish for Science
King's College London	English Law with French Law
Leeds University	Economics
Loughborough University	Management Sciences
Nottingham Trent University	Furniture and Product Design Product Design
Oxford Brookes University	Medical Science
Pearson College London	Business Management with Global Industries
Plymouth College of Art	Fashion
Plymouth University	Environmental Science Law History Management Government and Law (Foundation) Criminology and Criminal Justice Sociology Biology with Foundation
Royal Holloway University	Psychology, Clinical Psychology and Mental Health
Royal West of England Academy	Art (Foundation)
Swansea University	Business Management Biology
University College Birmingham	Digital Marketing
University of Cambridge	Architecture
University of Essex	Sociology with Human Rights
University of Exeter	Mathematics Natural Sciences
University of Gloucestershire	Popular Music Sport and Exercise Sciences
University of Leicester	Geography

University of Liverpool	Ocean Sciences
University of Manchester	Medicine
University of Nottingham	Philosophy Natural Sciences
University of Reading	Environmental Management History
University of South Wales	Scriptwriting
University of Sussex	Media Practice
University of the West of England	English with Writing Product Design Technology Nursing
Writtle University	Animal Therapy
Apprenticeships	Bishop Fleming (Accountancy) Media Paramedic Special Needs Childcare Childcare ACES- Avon (Electrical Engineering)
Employment with training	Hospitality with NVQs in Catering and Management
Gap Year	9 students