

ADMISSIONS SEPTEMBER 2012

Most pupils at the school come from the 120 square miles of the Chew Valley. The Local Education Authority has set an Admission Number of 196. 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 may be able to accept out of area applications. Last year 48 places were awarded to out of area applicants.

OFSTED

Chew Valley was last inspected in November 2008. The Ofsted team felt that this was a good school with many outstanding features and an outstanding Sixth Form. Indeed of the 39 judgements in the report 27 were graded 'outstanding' and 12 were reported as 'good'.

The report concluded that the school "enables students to achieve well academically and provides for their personal development and well-being which are outstanding". Our students are described as "confident, courteous and considerate young people whose contribution to school life is extensive".

A summary and full copy of the report are published on the school website.

CURRICULUM AND GROUPING

A full description of the curriculum is available on the school website www.chewvalleyschool.co.uk/the-subjects-we-offer

Key Stage 3 (11 – 14):

When pupils arrive in Year 7 they are placed in mixed ability tutor groups and, with a few exceptions, all study the same range of subjects. The K.S.3 curriculum comprises English, maths, science, a modern foreign language (either French or Spanish), geography, history, PSHRE, technology, art, music, drama, IT and P.E./ Although pupils are taught in mixed ability groups for some subjects, the work is differentiated to take account of individual strengths and weaknesses. Some pupils may be withdrawn from some lessons in order to receive extra support. During the first term, pupils will be put into ability groups for maths. A more detailed booklet about the K.S.3 curriculum is produced each year and discussed with parents and pupils. A copy is available on the website.

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 2010. 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):

Pupils commence courses leading to a wide range of national qualifications. There are courses for all levels of ability and interests. Pupils and their parents are given extensive help and 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 pupils and parents in Year 9 and is also published on the school website.

Approximately 65% of Year 11 pupils 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.

RELIGIOUS EDUCATION & ASSEMBLIES

Religious Education is provided for all pupils at Key Stage 3 and Key Stage 4 through PSHRE 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.

P.S.H.R.E. – 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 ethical, 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 mixed ability tutor group that includes some of his or her friends. Each tutor group, where possible, 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. Pupils usually stay in these same groups with the same tutor for the first five years at Chew Valley. In most subjects, pupils are taught in these groups in Year 7, but teaching groups will change through a pupil'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.

PUPILS WITH SPECIAL NEEDS

As a community comprehensive school, our intake will comprise pupils of all levels of ability and needs. We have pupils with exceptional skills and aptitudes and pupils who experience a range of special educational needs, be they physical, medical, emotional or learning difficulties. We value all our pupils and try to address each individual's needs as positively and effectively as we can.

Pupils 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.

Although we do not have any special units at Chew Valley we are proud of the progress made by pupils 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 Governors' section of the school website or on request to the school.

GIFTED AND TALENTED PROGRAMME

Chew Valley School provides its own programme of enrichment for most able students and also makes full use of Bath & North East Somerset's APEX enrichment on Saturdays. We run a Performance Centre in PE to support talented young sportsmen and sportswomen, and our register incorporates students who are gifted and talented in music, poetry and creative arts as well as academic ability.

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. We ask children to bring payment for the meal daily although we are currently investigating a cashless system with Parent Pay. 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. Pupils 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.

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/guardians 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 pupils, 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.

BOYS: Lower School – Years 7 to 9

Plain dark grey or black trousers (no jeans, denims, corduroy patterns or 'tight fit' styles)

White polo shirt with School Crest (plain white shirt with collar can be worn but only under school sweatshirt)

Bottle green sweatshirt with School Crest. Fashion tops (leather jackets, tracksuit tops, knitwear or hoodies) must not be substituted for school sweatshirts.

Plain black flat shoes - no trainers, boots, canvas or backless shoes. Shoes should adequately cover the foot for safety reasons.

Decorative belts are not allowed

GIRLS: Lower School – Years 7 to 9

Plain black or dark grey skirts. These skirts should not be 'tight fit' styles and must be knee length. Plain grey or black tights can be worn with these skirts.

OR

Plain black or dark grey tailored trousers (**No** jeans, denim, corduroy, patterned trousers or tight-fit styles)

White polo shirt with School Crest (plain white shirt with collar can be worn but **only** under school sweatshirt)

Bottle green sweatshirt with School Crest. Fashion tops (leather jackets, tracksuit tops, knitwear or hoodies) must not be substituted for school sweatshirts.

Plain grey, or black tights

Plain black flat shoes - no trainers, boots, canvas or backless shoes. Shoes should adequately cover the foot for safety reasons.

Decorative belts are not allowed

UPPER SCHOOL – Years 10 and 11

Same as Lower School except sweatshirt is black with School Crest instead of green with School Crest. Fashion tops (leather jackets, tracksuit tops, knitwear or hoodies) must not be substituted for school sweatshirts.

PHYSICAL EDUCATION

GIRLS

Polo shirt with School Crest (House Colour) – embroidered with surname

Plain black shorts

Red PE sweatshirt with School Crest **OR** rugby shirt – embroidered with surname

Long green hockey socks

Football/hockey boots

Training shoes

BOYS

Polo shirt with School Crest (House Colour) – embroidered with surname

Black shorts

Reversible green and white Rugby shirt – embroidered with surname

Green Rugby socks

Football/Rugby boots

Training shoes

Bladed boots are no longer allowed in School. This decision has been based on health and safety advice and will be implemented in all B&NES Secondary Schools.

UPPER AND LOWER SCHOOL

No make up is to be worn.

No jewellery should be worn other than a watch and no more than one stud in each ear. Flesh tunnels or similar items are not allowed.

No rings. No nose, eyebrow, tongue piercing or face piercings are allowed.

Extreme hairstyles are not allowed, this includes sections of bleached hair and hair dye using unnatural colours. Check with your Head of Year should you be considering such a style.

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. Students are expected to be clean, smart and tidy.

OUT OF SCHOOL ACTIVITIES

The extra-curricular life of the school is rich, varied and exciting. There are extensive opportunities for all pupils 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 pupils 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 becoming a Performing Arts College, has enabled even more pupils 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.

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 Liaison Officer, Hilary Taylor, is always available. She can be telephoned on 01275 334212 .

Appointments with tutors, the head of year, teaching staff or the Headteacher can be arranged through Mrs Taylor.

The school will produce annual written reports on pupils' progress, 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.

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.

ABSENCE FROM SCHOOL

If your child is absent from school, please telephone and leave a message, before 8:30am if possible, giving your child's

- Name
- Form
- The reason for absence

If your child is absent and we have had no message, we will try to contact you by telephone during the morning to check the reason for the absence and confirm that is authorised by you.

Family holiday must not be taken during term-time. Absence from school is educationally disruptive and students find it difficult to catch up work that has been missed.

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. 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.

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.

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. Any parents who would like further information about these matters 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 found in Reception and on the school website.

The school is justifiably proud of the achievements of our pupils. A breakdown of the latest examination results will be found in this prospectus and on the school website.

We prepare pupils for a wide range of examinations, both within the traditional academic curriculum and for specialist vocational subjects. As the nature of schooling changes, we are well placed to extend the number and range of subjects even further.

CHEW VALLEY GOVERNING BODY (JULY 2011)

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 Representatives

Mr B Pate

Mrs L Matthews

Mrs S Abrahams

Mr J Hack

Parent Governors

Mr J Nelson-Smith

Mr R Lowe

Mr M Williams

Mr M Torrible

Mrs M Harper

Mrs R Williams

Mrs C Boardman

Community Governors

Mrs G Stobart (Vice Chair)

Mrs D Chard

Mr J Daintith

Mr A Miller

Mr D Palmer

Sponsor Governor

Mr B Wibberley

Staff Governors

Ms J Hibbert

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

Year 11 GCSE and Applied Courses

Performance Measure	Number	Percentage
Achieving 5+ A*-C including English & Mathematics	135	69%
Achieving the English Bacculaureate	70	36%
Achieving 5+ A*-C	163	84%
Achieving 5+ A*-G	192	98%
Achieving 1+ A*-C	188	96%
Achieving 1+ A*-G	194	99%

GCSE Results

Subject	Students	A*	A	B	C	D	E	F	G	U
Art	77	3	11	19	27	15	2	0	0	0
Biology	54	22	19	12	1	0	0	0	0	0
Business Studies	12	0	1	2	3	3	1	1	1	0
Chemistry	54	12	21	16	5	0	0	0	0	0
Dance	4	0	2	1	1	0	0	0	0	0
Drama	40	2	14	10	9	4	0	0	1	0
English	194	16	33	41	56	33	12	2	0	1
English Literature	183	10	40	47	34	37	11	2	0	2
Food Technology	29	0	0	8	7	7	5	0	1	1
French	47	1	9	6	10	14	4	3	0	0
Geography	96	14	13	26	16	15	6	3	3	0
German	24	0	4	13	5	2	0	0	0	0
History	65	14	16	15	10	7	2	1	0	0
Mathematics	193	29	23	49	58	15	12	7	0	0
Media Studies	18	3	4	7	0	1	1	1	1	0
Music	20	4	6	6	2	0	1	0	1	0
Physical Education	38	2	2	3	12	5	6	8	0	0
Physics	54	14	23	14	3	0	0	0	0	0
Product Design	17	2	1	3	4	3	3	0	0	1
Religious Education (Short Course)	160	17	19	42	24	18	21	14	4	1
Religious Education (Full Course)	24	2	6	3	3	4	4	2	0	0
Core Science	139	1	10	36	45	24	15	6	2	0
Additional Science	130	5	8	27	44	31	12	2	1	0
Spanish	52	7	7	7	12	14	3	2	0	0
Systems and Control	11	2	0	7	0	2	0	0	0	0
Textiles	20	5	3	6	4	2	0	0	0	0

OCR Nationals

Award	Candidates	Distinction	Merit	Pass
Level 2 First Award in ICT	165	52	28	85
Level 2 Award in ICT	11	3	3	5
Level 2 Certificate in Sport	20	1	6	13

Diplomas

Subject	Candidates	Full Diploma	Principal Learning
Creative and Media	27	14	5
Construction and the Built Environment	7	1	4

BTEC

Award	Candidates	Distinction	Merit	Pass
Introductory Certificate in Construction (Level 1)	13	3	3	6

Double Award Applied GCSE

Subject	Students	A*	A	B	C	D	E	F	G	U
Health and Social Care	3	0	0	0	0	1	1	1	0	0

Year 12 AS Level Examinations

Subject	Students	A	B	C	D	E	U
Art	9	3	1	1	0	4	0
Applied Art	2	0	1	1	0	0	0
Biology	49	14	9	11	5	5	5
Business Studies	5	0	0	1	1	1	2
Chemistry	35	7	10	4	6	4	4
Critical Thinking	11	5	3	3	0	0	0
English Language and Literature	27	5	1	8	5	6	2
English Literature	19	5	3	6	3	2	0
Environmental Studies	30	1	5	7	7	7	3
French	6	2	1	1	2	0	0
Further Mathematics	8	3	0	3	2	0	0
Geography	18	7	3	3	3	1	1
German	3	1	1	1	0	0	0
History	19	6	5	5	2	1	0
Mathematics	35	9	5	4	3	3	11
Media Studies	16	0	9	4	2	1	0
Music Technology	2	0	1	1	0	0	0
Philosophy	10	0	1	3	2	3	1
Photography	13	0	4	4	1	2	2
Physical Education	15	0	3	2	1	6	3
Physics	24	4	6	4	0	4	6
Product Design	8	2	1	0	3	1	1
Psychology	41	9	4	11	5	8	4
Sociology	21	5	2	3	3	4	4
Spanish	5	0	0	0	1	3	1
Textiles	5	1	0	3	1	0	0
Theatre Studies / Drama	9	0	0	3	4	2	0

Year 13 A Level Examinations

Subject	Students	A*	A	B	C	D	E	U
Art	10	0	1	0	5	2	2	0
Biology	21	0	4	10	4	0	3	0
Business Studies	4	0	0	1	3	0	0	0
Chemistry	14	0	4	3	4	3	0	0
Dance	2	0	0	1	1	0	0	0
Drama / Theatre Studies	13	0	3	6	3	1	0	0
English Language and Literature	19	0	3	3	6	5	2	0
English Literature	14	0	4	5	3	1	1	0
Environmental Studies	7	0	1	3	2	1	0	0
French	4	1	0	2	1	0	0	0
Further Mathematics	7	0	3	1	2	1	0	0
Geography	9	0	0	1	5	3	0	0
German	1	0	0	0	1	0	0	0
History	15	1	2	6	6	0	0	0
Mathematics	16	2	8	3	3	0	0	0
Media Studies	10	0	0	2	0	7	1	0
Music	2	0	0	1	1	0	0	0
Philosophy	5	0	0	3	2	0	0	0
Photography	11	0	1	2	5	2	1	0
Physical Education	13	0	2	0	6	3	2	0
Physics	11	2	2	3	3	1	0	0
Psychology	22	0	2	9	5	5	1	0
Sociology	15	0	2	4	2	3	4	0
Spanish	3	2	1	0	0	0	0	0
Technology	5	0	0	3	0	2	0	0
Textiles	3	0	1	1	0	1	0	0

ABSENCE OF STUDENTS DURING 2010-11

Number of students of compulsory school age: 981

Percentage of AUTHORISED absences: 4.1%

Percentage of UNAUTHORISED absences: 0.8%

Destination of Year 13 Leavers 2011

Name	Institution	Course/Employment
Daisy Ajderian	Leeds University	Politics & Spanish
Laura Alexander	Leeds Metropolitan University	English Literature
Sam Barber	Reading University	Mathematics
Callum Bartlett	Cardiff University	Physics with Astronomy
Ashleigh Berkley	Swansea University	Psychology
Jessica Bird	Employment	
Lucy Blackwell	Exeter University	Law
Lucy Bowes	Aberystwyth University	Human Rights
Nina Brown	Glamorgan University	Early Years Development & Education
Jem Brownlee	University of the West of England	Drama & English
George Chamberlain	Sheffield University	Mathematics
Amy Chidzey	Sheffield University	Accounting & Finance
Bethany Clatworthy	University of the West of England	Product Design Technology
Jenny Cook	Bristol University	Law
Michael Cox	Harper Adams University	Agriculture with Animal Science
Clayton Davies	Gloucestershire University	Sport & Exercise Sciences
Rosanna Davies	Royal Holloway University of London	History
Megan Davis	Bath Spa University	Music
Emily Dawe-Lane	University of the West of England	Sports Business Management
Mathilde Dempster-Ashworth		Gap Year
Emma Dudman	Swansea University	Civil Engineering
Kate Dymock	Gloucestershire University	Primary Education
Rowan Elsbury		Gap Year
Charlotte Farnham-Bywater		Gap Year
Isabel Gardiner		Employment
Abigail Gilbert	Bournemouth University	Sport Psychology & Coaching Sciences
Andrew Gleave	Plymouth University	Geography
Georgia Gough	University of Surrey	Law
Lucy Hacker	Royal Holloway University of London	History

Name	Institution	Course/Employment
Daniel Heathman		Employment
George Heritage	Manchester University	Drama & Screen Studies
Rachel Hewitt	Manchester University	Engineering
Kate Hicks		Gap Year
Natasha Hingston		Employment
Charlotte Hill	University of the West of England	Sport & Exercise Sciences
Joseph Hill		Employment
Shane Hope	De Montfort University	Music Technology & Innovation
Hannah Hunt		Employment
Jack Inman	Bangor University	Environmental Conservation
Peter Jones	Cardiff University	Mathematics
Verity Jordan	Plymouth University	Criminology & Criminal Justice Studies
Lydia Jurkiw	Plymouth University	Fine Art
William Kelly	Liverpool University	Comparative American Studies
Timothy Lancaster		Gap Year
Hannah Lodite	Roehampton University	Dance Studies
Joe Lynett	Aberystwyth University	International Politics
Nicholas Lyons	Plymouth University	Biomedical Sciences
Ashton Marshall		Employment
Joanna Matthews	Gloucestershire University	Social Work
Jake McKenna	Warwick University	Physics
Maria Montague	Newham College, Cambridge University	Modern & Medieval Languages
Taylor Moss	Glamorgan University	Accounting & Finance
Charles Mundy	Weston College of Art	Foundation Degree
Amanda Nelson-Smith	Plymouth University	International Relations
Emma Newman-Teague	University of the West of England	Animal Management

Name	Institution	Course/Employment
Emma Nixon	Swansea University	Physical Earth Science
Megan Oakley	Falmouth University	Film Studies
Alexander Patch	Cardiff University	Civil & Environmental Engineering
Thomas Pate	Falmouth University	Marine Conservation
George Pickford		Employment
Charlotte Pocock	Employment/Open University	
Jessica Reed	Exeter University	Drama
Bill Rowlands		Royal Air Force
Adam Rush	Weston College of Art	Foundation Diploma
Stuart Rush	Weston College of Art	Foundation Diploma
Benjamin Shaw	Hull University	Physics
April Smith	Glamorgan University	Drama (Theatre & Media)
Claire Stone	Cardiff University	Chemistry
Jasmine Stowell	Glamorgan University	Physical Geography
Alex Thomas		Gap Year
Francesca Tibbs	Portsmouth University	Sport & Exercise Science
Rose Tovey		Employment
Victoria Twiggs		Gap Year
Joshua Tyler	Exeter College, Oxford University	Earth Sciences
Keith Veale		Gap Year
Lydia Watkins	Bath College	Fashion
Sophie Watts	Swansea University	Law with Business
Claire Weeks	Cardiff University	Psychology
Harriet White	Edinburgh University	Spanish
Joseph Williams		Gap Year
Sophie Williams	Swansea Metropolitan University	Tourism Management
Nina Wills	Queen Mary University of London	Biology
Claire Witcombe	Cardiff University	Biochemistry
Louise Wootten		Employment
Rebecca York		Employment
Davide Zezza	Sheffield University	Chinese Studies with Spanish