

# **CHEW VALLEY SCHOOL**



**Information for Parents/Carers  
of New Entrants**

**2025**



July 2025

Dear Parents/Carers

I am really pleased to have this opportunity to welcome you as parents/carers of a new student at Chew Valley School.

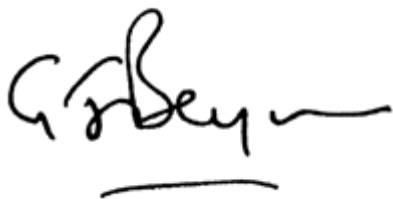
It is an honour and a privilege to be the Headteacher at Chew Valley. The school has a focus of providing a high quality environment for learning and is a community which is proud of the achievement of our students. A key ingredient is the quality of the relationships between students, teachers and parents/carers. Growing up is not always easy and it is how we support young people through these times that is important.

Our aim is to create a climate where everyone has the chance to shine and develop their talents both within and away from the classroom setting. We strive to give young people the confidence to be independent learners who are inquisitive both about learning and the world around them. To that end I am looking forward to watching the year group grow together and make the most of the many opportunities that will be available.

I lead a brilliantly talented and caring staff who work tirelessly to support and encourage the students throughout their time with us. We are backed by a governing body whose drive is to make sure that the students receive the best education they can so that they are able to take the next step in life with confidence and assurance.

We are all looking forward to working with you.

Yours sincerely

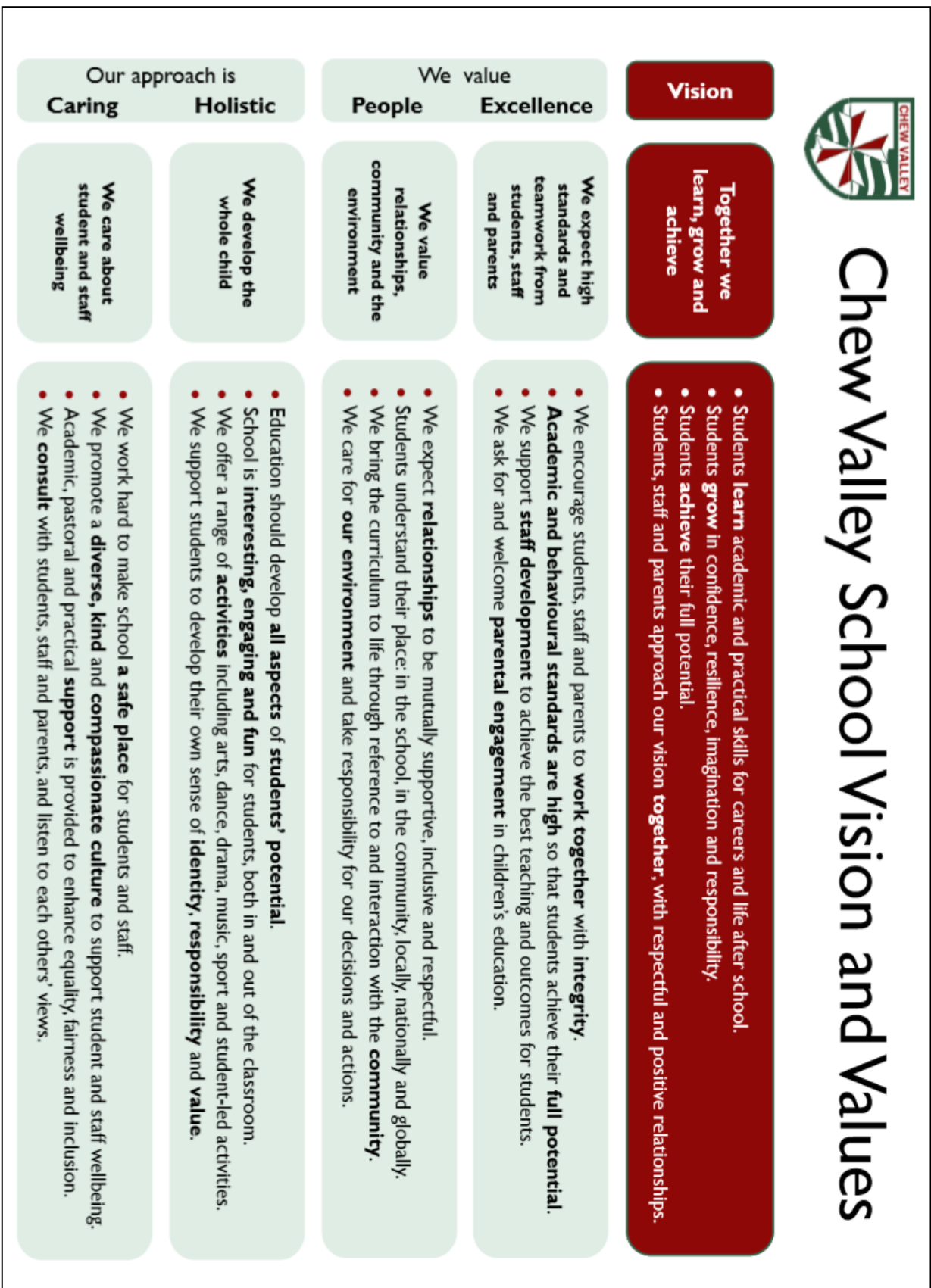
A handwritten signature in black ink, appearing to read 'G. Beynon', with a horizontal line underneath.

Gareth Beynon

Headteacher

# Our Vision

The Governing Body of the school have led a piece of work during the past academic year to reflect and reaffirm our values and vision of the school. Its outcome is below:



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## **THE STAFF**

### **Headteacher**

Mr G Beynon

### **Deputy Headteachers**

Mrs K Rowlands      Mr P Cocks

### **Assistant Headteachers**

Mr B Stirling-Turner      Mr D Henley      Miss H Kenyon

### **Heads of House**

Mrs C Clement & Ms E Smith - Bilbie  
Mr D Van Grudgings & Miss Beachgood - Hauteville  
Ms S Hayes - Moreton  
Mr J Blann & Miss M Slocombe - Rodney

### **Sixth Form Team**

Dr H John (Director of post-16 Studies)  
Mrs K Fenlon (Sixth Form & Careers Administrator)

### **SENCO**

Mrs V Black

### **Pastoral Team**

Mrs M Clarke (Year 6/7 Transition)  
Mrs S Badger (Student Receptionist)  
Mrs K Williams (Senior Attendance Administrator)  
Mrs K Noel (Behaviour Support Co-ordinator)  
Mrs M Kaye (Behaviour Support Co-ordinator)  
Mrs J Tantram (Pastoral Support & Safeguarding Officer)

TEACHER	SUBJECT TAUGHT
Mr T Attfield	Home of Computer Science
Mrs J Ashman	Head of DT
Ms M Ayling	Head of Drama
Miss E Bainbridge	Drama
Miss D Beachgood	Art / Head of House
Mr G Beynon	Geography / Headteacher
Miss A Bibbs	Maths
Mrs V Black	SENCO
Mr J Blann	PE / Head of House
Mrs A Booker	History
Miss S Bott	Science
Ms M Bowen	English
Mrs C Brooke	Mathematics
Miss C Brown	Deputy Head of English
Mrs A Cammish	English
Mrs T Carle	Mathematics
Ms E Clarke	Maths
Mrs N Clayton-Jones	English
Mrs C Clement	PE / Head of House
Mr P Clements	Science
Mr P Cocks	Mathematics / Deputy Headteacher
Miss S Daly	PE
Mr T Dunford	Geography
Miss E Fletcher	PSRE
Mrs C Foley	PE
Mrs J Gardiner	Head of Business
Mrs R Gordon	LAMDA
Mr J Haigh	Maths
Mrs S Hayes	Mathematics
Mrs S Hayes	Science / Head of House
Mr D Henley	English / Asst Headteacher
Miss J Hibbert	Head of PE
Mrs L Hodgson	Science / Head of Chemistry
Miss E Hosgood	Science
Miss W Ilderton	RE / PSRE
Mr G James	Head of English
Dr H John	Director of post-16
Mr G Jones	PE
Mrs L Jones	English
Mr D Kenny	DT
Miss H Kenyon	Geography / Asst Headteacher
Miss E Knight	English
Mr S Monk	PE
Ms N Morris	Art
Miss A Moreton	Computing / Business/ Head of House
Miss J Murphy	Languages
Miss L Murphy	Head of Science
Mr R Myles-Roberts	Maths
Mr J Newton	Science / Second in Science

TEACHER	SUBJECT TAUGHT
Ms I Nicolas	Languages
Mr M Noale	Deputy Head of MFL
Mr S O'Connell	Head of Art
Mrs T O'Brien	Head of History
Mr A Parsons	Second in DT
Mrs K Peace	Languages
Dr A Peachey	Science
Mrs L Pope	Personal, Social and Religious Education
Mr C Ree	English
Mrs H Robinson	Head of MFL
Mrs J Rogers	English
Mrs K Rowlands	English / Deputy Headteacher
Mr E Sanderson	Media/English
Mrs C Saxton	DT
Mrs E Shuttleworth	Head of Geography
Miss S Sibanda	RE
Miss M Slocombe	PE / Head of House
Ms E Smith	RE / Head of House
Mrs R Smith	Science
Miss E Springett	English
Mr P Stinchcombe	Head of Music
Mr B Stirling-Turner	History / Asst Headteacher
Mrs R Taylor	Geography
Ms J Thorley	Art
Ms E Tingle	Deputy Head of MFL
Mrs A Vaid	Science
Mr D Van Grudgings	PE / Head of House
Mr J Walford	Science
Miss H Wallace	Head of Mathematics
Miss V Whitehouse	MFL
Ms J Wilson	History
Mrs R Yates	Geography



## **THE SCHOOL DAY**

1.	Tutor Time	8.40am - 9.10am
	Period 1	9.10am - 10.10am
	Period 2	10.10am - 11.10am
	Break	11.10am - 11.30am
	Period 3	11.30am - 12.30pm
	Period 4	12.30pm - 1.30pm
	Lunch	1.30pm - 2.15pm
	Movement Time	2.15pm – 2.20pm
	Period 5	2.20pm - 3.20pm
	End of school day	3.20pm
	Library open	3.20pm - 4.30pm

2. It is of the utmost importance that your child attends regularly and punctually. Punctuality at all times is essential within the school day.
3. Normally your child may be away from school only for reasons of illness.
4. If your child is going to be absent from school please use the Report Absences section of ClassCharts (<https://www.classcharts.com/parent>) if possible before 8.30am, to give the reason for their absence, name of your child, and the likely date of return if known. If you are unable to access the internet please telephone with this information.
5. Any change of address or telephone number should be notified using the 'personal details' function of the Insight Parent Portal at [insight.chewvallyeschool.co.uk](https://insight.chewvallyeschool.co.uk)
6. 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.

## **ARRANGEMENTS TO HELP YOUR CHILD'S TRANSFER TO CHEW VALLEY**

Once we have an idea who will comprise our new intake, online School Admission Forms are sent to parents/carers requesting items of information that will be helpful to us. During the Summer Term, a number of staff visit the contributory Primary Schools, meeting the students and discussing their work with their teachers. The students are invited into school to spend a day with their Head of House and in the evening of that day, parents/carers are invited into school to meet the Headteacher and staff.

## **PASTORAL SUPPORT**

### **Your Child's Tutor**

In September 2018 we introduced a “vertical” tutor group as an extension to our current House system. The vertical tutor groups are slightly smaller than a traditional “year tutor group”. They have between 4-6 students from each year group (Years 7-11). The Sixth Form are not included but are associated to the Houses and go into tutor sessions from time to time.

You may wonder, what are the benefits of vertical tutoring?

There are numerous schools that do this and the benefits that come from mixing and learning with other year groups are vast. We want students at Chew Valley School to have these opportunities.

Our own experience, plus research from other schools, recognises the following benefits:

- It creates a more cohesive and friendlier school community where students know and work with students from other years, "like a family"
- There are increased opportunities for students to develop their social skills through working with students of different ages, in preparation for adult life
- It emphasises students as individuals, not just members of a large group
- There are more opportunities for student leadership within the Tutor Group and House
- There are easily accessible, positive role models for younger students
- There is a sharper focus on individual ambition and progress
- There is a huge range of opportunities made available for the more able and their peers
- Tutors develop a "whole school" experience that makes them a stronger tutor
- Tutors can attend to small numbers of students at once, at critical times for them e.g. new intake, option choices, work experience
- It creates a greater sense of House identity and more opportunities for competition
- It creates an even safer school where younger students feel a greater connection to older students and benefit from a wider care and guidance framework
- Students support one another and understand the stages that they will go through as they move through the school, potentially increasing aspiration and motivation
- Bullying is actually reduced, as older students see younger ones as members of their tutor group with whom they associate on a daily basis

## Heads of House

All students at Chew Valley School not only have a Tutor who supports them pastorally but they also have access to one of our experienced Heads of House. The Head of House is responsible for ensuring your child makes progress and reaches their personal goals whilst at Chew Valley School. Heads of House will be interested in the progress of every student within a House rather than year group. This means they focus on approximately 50 students in a year group rather than approximately 210. This therefore means they will really get to know you and your child and they can focus on your child at crucial times, for example in Years 9 and 11 during GCSE and Post 16 option times, in Year 10 when they move into GCSE or in Year 7 when they are settling in.

NB: At Chew Valley School we will always aim to put siblings into the same House (unless parents/carers do not want this), meaning that as a parent/carer you will deal with the same Head of House and House co-ordinator for all of your children. The Houses are as follows:



## The wider pastoral support team

The wider student support team consists of a number of non-teaching staff who all support the Heads of House and are available for students and parents/carers to contact throughout the school day if needed. They are accessible through our "Student Reception".

The main role of these staff is to support the students so that they are able to attend lessons and succeed to the very best of their ability. Their role is incredibly wide ranging and you may come into contact with them for a variety of reasons; they will deal with attendance issues, provide small group work, 1:1 support, contact external agencies, write support plans, lead student voice, promote House identity and competition and a whole lot more.

## Assemblies

At Chew Valley School your child will mainly attend "House assemblies", once a week, except when we have important information that needs to be shared with them as a year group. The assemblies will be mainly delivered by your child's Head of House and the Senior Team, supported by the wider pastoral team which includes the tutors. The assemblies will focus around the school's core values so that students can learn, grow and achieve. When they have year group assemblies, they will be delivered or co-ordinated by the most appropriate member of staff e.g. GCSE options will be delivered by the Curriculum Deputy Head.

## **PSHE Lessons**

At Chew Valley School each child has PSHE lessons on their timetable. These lessons aim to complement their other subjects and provide a curriculum that has a very positive impact on all students' behaviour and safety which contributes very well to students' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.

We have a specialist team of teachers who deliver this curriculum who are led by Mrs Pope. They are taught in their year group and your child's teacher will deliver a life curriculum that is year specific. However, the teacher will also look to compliment what they do in tutor time and what is delivered to them during assemblies.

## **Individual mentoring and counselling**

Mentoring at Chew Valley School can come in many forms – academic, behaviour, peer, Sixth Form mentoring and external business mentoring. The offer of mentoring is based on need, identified by the Heads of House following monitoring points and/or through tutor/staff interactions. Students identified as likely to benefit from mentoring will be spoken to individually, parents/carers are informed and are involved in the process of mentoring and a suitable programme of regular sessions will be set up. These sessions are likely to run once a week for a period of time (6-10 weeks).

We have a limited counselling service and therefore once again we offer this based on need. However, students can also self-refer. These sessions are likely to run once a week for a period of time (6-10 weeks) and parents/carers are invited to be involved in the process if the student wishes but often students prefer this to be a private process.

## **First Aid and other medical services**

We have a "First Aid" room but we do not have a medical room. The First Aid room is a place where students can access First Aid provision and a First Aider is always made available to make an assessment of the severity of any injury or illness but our staff cannot provide medication for illness.

A BANES school nurse is available for student drop-ins every Thursday lunchtime and students can also self-refer to use this service. Students can do this via Student Reception.

Students also have access to a BANES sexual health clinic on Tuesday lunchtimes. This is another drop-in service that runs out of the Children's Centre that is on our school site.

In October, there is a meeting at which parents/carers are invited to meet the Tutors to discuss how well their child has settled in. The students themselves write a brief report on their views of their first impressions of Chew Valley.

## **STUDENTS WITH SPECIAL NEEDS**

Mrs Black (SENCO) also visits the primary schools to meet students and staff to ensure that there is continuity for those students with specific educational requirements. A programme is then produced for those students and, in most cases, parents/carers are requested to attend a meeting in the first term at which the programme can be discussed.

## **HOME LEARNING**

The time spent on home learning should be around 30-45 minutes per subject on average. Encourage your child to do the home learning on the day it is set, so that there will be time to see a member of staff if any difficulty arises. All home learning set can be viewed by parents/carers and students on ClassCharts as well as recorded by students in their diaries.

On no account should your child get worried if they have tried a home learning and not been able to do it. He/she should simply tell the teacher at the start of the lesson that they had a problem and help will be given. An accompanying note from a parent is always gratefully received.

## **INDEPENDENT STUDY TIME**

Students are encouraged to complete up to two hours independent study Sunday to Thursday during term time on average. This time could include:

- Home learning.
- Continuing with coursework or assessment tasks that have been set previously.
- Re-capping any work in a lesson that needs to be completed, re-drafted or gain a better understanding by reading it over again or completing more examples.
- Preparing for the next day by looking at the timetable.
- Researching - the school planner has recommended websites that students could visit.
- Sparx Maths/SAM learning/Bitesize.
- Tidying and organising school bag and pencil case.
- Preparing school equipment for the next day.
- Packing bag so it's ready for the morning and prepare uniform.
- Reading extra about work that interests or that students need to know more about.
- Researching jobs and courses, know what qualifications are needed to follow aspirations  
[www.careerpilot.org.uk](http://www.careerpilot.org.uk)
- Watching TV – selecting programmes such as excellent documentaries about something currently being taught at school.

## **SCHOOL PLANNER**

All Year 7 students are given a school planner which Tutors check regularly. It provides a place where students can monitor their progress, record key messages and important deadlines. We hope that the planner helps to encourage the students to organise themselves in matters concerning school life.

## **E-COMMUNICATION**

ClassCharts (<https://www.classcharts.com/parent>) provides up-to-date information about your child including attendance, behaviour and home learning. Exam results, entries and reports are communicated via the Insight Parent Portal (<https://insight.chewvalleyschool.co.uk>) We will notify parents/carers when new documents such as school reports or letters are published on ClassCharts or Insight Portal via email. It is essential that email addresses and contact numbers are kept up-to-date. You can do this via the 'personal details' tab in Insight.

General items will be published on the main school website [www.chewvalleyschool.co.uk](http://www.chewvalleyschool.co.uk) under the Parents' section in 'Letters to Parents'. You can follow @ChewValleySch on Twitter to keep up-to-date with school news and notices.

### **Login Details**

Login details for the Insight Portal will be sent via email towards the end of the summer break and the login details for ClassCharts can be found on the Insight Portal under the 'Reports and Letters' tab.

**A letter will be sent in the post towards the end of the summer break with login details to access ParentPay**

## **REPORTS AND PARENTS' EVENINGS**

### **Academic Monitoring**

In September of Year 7, students may take a series of brief multiple choice tests called CAT tests. These are not part of any government testing programme but are used to give the school information on students' skills and potential in the following areas: verbal, numerical plus shape and space and non-verbal reasoning. The tests in each area last about 30 minutes and the results are used to inform staff of individual student needs and help them plan effective strategies to maximise development.

In addition to these tests, we do take account of performance at Key Stage 2 in the core subjects of English, Maths and Science, along with more detailed assessment information provided by primary schools.

## **School Reports and Parents' Evenings**

Each student will receive three monitoring reports during the year. The main purpose of these is to provide you with feedback on how your son/daughter has settled into the routine of life at secondary school and how they are coping in their individual subjects. As Chew Valley is a high performing school, we expect all students to demonstrate attitudes which are "good" or better.

All reports are published on the Insight Parent Portal. An email alert will be sent to alert you when a report is published. Reports can be viewed online, downloaded or printed at home. If you would prefer to receive a paper copy, please let us know.

There will also be an online Parents' Evening during the year which is an important and useful opportunity to discuss student progress with teachers.

## **HEALTH EDUCATION**

All students follow a Health Education programme, different aspects of which are covered in different years in school. This programme includes Sex and Relationships Education. Parents/carers have the right to withdraw their child from these lessons and the school has the responsibility to ensure that those children are supervised at such times.

Biological aspects of sex education are an integral part of the National Curriculum science programme and since this is a compulsory course, all children must participate. Parents/carers do not have a legal right to withdraw their children from this subject.

Students also follow a comprehensive programme of Drugs Education which aims to increase students' knowledge and awareness of illegal substances and to develop strategies to enable them to respond appropriately should they find themselves in compromising situations.

We would hope that this will not be an issue for parents/carers but should you have any concerns, please contact either Mrs Pope, your child's Head of House or Mr Stirling-Turner.

## **REWARDS AND SANCTIONS**

Our general principle is that praise and encouragement is more effective at motivating students than any sanctions or punishment.

**This is not an exhaustive list but rewards may include:**

- Approving looks, smiles etc.
- Verbal praise, both privately to individuals and publicly in class, assemblies and other presentation events. We believe that an active attempt to show that we recognise and value effort, achievement and verbal contributions at all levels pays enormous dividends.
- Positive comments within exercise books as part of formative feedback.
- Displaying students' work in Reception and around the school.
- Positive referrals, which can be viewed by parents/carers through ClassCharts, are awarded for the production of work or contribution to the school which shows exemplary effort or attainment, relative to the ability of the individual child.
- Certificates which reward consistent positive behaviour or work.
- Postcards home.
- House points.
- Termly awards for behaviour and attendance.
- Headteacher's Commendation for outstanding achievement, progress or contribution to school life.
- Direct contact with parents/carers
  - to pass on praise and congratulations.
- "Feel good Friday" phone calls.
- Invitation to rewards evenings.

**We believe that rewards should greatly out-number sanctions. Our aim must always be to celebrate positive achievement whenever possible and minimise the need for punishment. In order to do this we will monitor the frequency with which praise is given, observe patterns and changes over time and remind staff regularly about the importance of celebrating student success whenever possible.**



## **BULLYING POLICY**

We are a very successful and effective school. Our success is based on good teaching, good order, and good relationships both within school and between school and home. However, we accept that we are not immune from bullying and that we need to be pro-active in preventing it and quick and sensitive in our response to it when it does occur. References to School Strategies are to be found in the following:

- (a) School Behaviour Policy
- (b) Information booklet for new parents/carers
- (c) Information booklet for new students
- (d) School Rules (listed in each classroom)
- (e) School Planner
- (f) Personal and Social and Health Education Curriculum

### Summary

1. We seek to prevent bullying by:
  - re-inforcing the school aims and ethos in Assemblies, in our teaching strategies and in our general school organisation;
  - focusing on people's differences and developing an understanding, tolerance and respect for these differences;
  - raising awareness of our responsibilities towards others;
  - developing confidence, self-esteem and self respect, as well as respect for others.
  - ensuring that every member of our school community is aware of their responsibilities should they encounter any behaviour that could possibly be a case of bullying.
2. We respond to bullying quickly and sensitively by:
  - always taking allegations seriously;
  - encouraging students to talk and not keep bullying to themselves;
  - using a variety of strategies to address the issue eg talking to people individually, talking to the bully and the victim together, talking to a group, working with parents/carers;
  - using the school's disciplinary sanctions where appropriate; this may include excluding students from school.

Bullying is not a problem that only affects young people. Adults bully. We aim to develop the necessary understanding and skills to enable our students to (a) refrain from bullying and (b) know how to respond with confidence should they ever find themselves the victims of bullying at any time in their lives.

We ask that parents/carers report bullying or sustained friendship problems to the Head of House.

## **SCHOOL UNIFORM**

It is the wish of the majority of parents/carers and teachers that our students should be dressed smartly and in such a way as to be identifiable members of Chew Valley School. The smart appearance of our students is a sign that the school is a place of work for students and staff. We are conscious of the very high cost of traditional school uniform and the high cost of providing non-uniform clothes. We are anxious, therefore, to have guidelines for school clothing that are sensible, practical and economical.

These factors have been borne in mind when deciding on the school uniform list below and it is, therefore, hoped and expected that all parents/carers will endeavour to ensure we achieve good standards of dress and tidiness, worthy of our school.

All items which carry the school crest and school ties can be purchased from South West Schoolwear, 23 Broad Street, Wells with which Chew Valley School has a direct purchase agreement.

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.



Bottle green v-necked jumper with school crest embroidered, can be worn all year round.

**Fashion tops (leather jackets, tracksuit tops, knitwear or hoodies) must not be substituted for school jumper. No hoodies are allowed in school.**



School House ties to be worn all year round, tied correctly.

**Students will be expected to wear their House tie with a tucked in white shirt if they are not wearing the school jumper.**



Plain white tailored long-sleeved buttoned up into collar, worn tucked into trousers. Long sleeved shirts can be worn all year round.

**NO t-shirts are allowed to be worn under school shirts.**



Plain white short-sleeved shirts only to be worn in the Summer terms, tucked into trousers.

**NO t-shirts are allowed to be worn under school shirts.**



Plain black tailored trousers. **NO jeans, denims, corduroy patterns, 'tight fit' styles, shorts or cropped trousers.** Plain black socks are the preferred option to be worn with trousers.



Plain black skirt and an appropriate length for the school environment. Plain black or natural coloured tights may be worn with these skirts.

**Shorts must be grey in colour.** The shorts must be of a material equivalent to school trousers. This means shorts will not be any other style, such as chino shorts or sports shorts. They should not contain any branding. This is explained further in uniform brochure on our website.





Plain black flat shoes – **NO trainers or ‘skate’ shoe styles, boots, ballet pumps, canvas (including hi-tops) or backless shoes.** They must be all black, with no branding/logos, leather/leather look, durable and fitted. All shoes should adequately cover the foot for safety reasons. We allow Nike Airforce shoes to be worn, but the silver tags must be removed.

Our expectation is that shoes are smart and offer protection against bad weather and falls. They also conform to health and safety standards for school use. We have stipulated that logos are not allowed as this puts pressure on other students to purchase expensive footwear. However, Clarks and other leading brands have school shoes which could be classed as trainers (and contain logos) e.g.



In a bid to work with our parents/carers who may have been used to purchasing these or similar shoes at primary school, we feel an acceptance of this type of footwear is necessary. Obviously, some of the sports brands have moved into this area and we try to be clear with students and parents/carers that footwear needs to match the criteria above i.e. footwear should be all black, smart and offer protection and conform to health and safety standards. Some black, leather trainers meet these standards and are, in some circumstances a lot smarter and offer more protection than some of the shoes we see, as the photos following show:



The latter example in the three given above is the most controversial because of the logo but the three Adidas stripes are clearly visible on the first example so we have said yes to this shoe (minus the silver tag) because it does fall into our criteria.

We appreciate that for some, footwear is the trickiest area you have to deal with as shoes/trainers are expensive and children will try to convince you that the shoes they want definitely match the criteria! Therefore, if you are in any doubt, go with the simple rule our Heads of House will enforce - If the shoe is a material other than leather (or leather equivalent), has any colour except black on it and/or it contains a visible air bubble.....it does not meet the criteria. If you want further clarity, send an image of the shoe to myself or your child's respective Head of House via [enquiries@chewvalleyschool.co.uk](mailto:enquiries@chewvalleyschool.co.uk) prior to purchasing and we will give you a clear "yes/no" answer.

- **Outdoor Coat**

No uniform coat is prescribed, but should be predominantly one colour (black, grey or navy is preferred.) They should be plain in style and not made from denim or leather material. Coats may be worn as additional items of clothing – not instead of the school jumper. Hoodies are not to be worn under any circumstances.

- **School Bag**

To support students' health and learning, we are strongly recommending all students use two-strap backpacks. There are two main reasons for this:

1. **Posture and Back Health:** Wearing both straps help distribute weight evenly, reducing the risk of back and shoulder strain. One strap bags can lead to poor posture, especially during growth years.
2. **Space for Materials:** Two-strap bags typically offer better capacity and structure, making it easier for students to carry the books, folders and equipment they need each day.

- **Make Up**

Discreet make up may be worn.

- **Jewellery**

No jewellery is to be worn other than watches. Smart watches can be worn, but without the functionality of being linked to mobile devices. There must be no more than one studded earring in each ear and no other piercings are allowed.

- **Nails**

Nails must be natural and not false. Nails should not be coloured with nail varnish and be of appropriate length.

- **Hair styles**

Extreme hair styles and colours are not allowed. If you are unsure, please contact the Head of House for your child prior to making any decision about a haircut that might go against our expectations.

- **Non Compliance**

The Headteacher will enforce the Governors' policy on uniform and appearance. The in-school response to uniform issues can be found in the appendix to this document.

## **PHYSICAL EDUCATION AND EXTRA CURRICULAR KIT**

Students must bring the full, correct kit to every PE lesson and be prepared to participate in the lesson to the best of their ability. In cases of injury/illness, where a student may not be able to fulfil their role as a performer, they will be expected to assist in the lesson with alternative activities such as officiating, coaching and leading.

### **Kit**

House Polo shirt (v-neck or buttoned), black with School Crest and House colour side panel.\*



Plain black shorts, tracksuit bottoms, sports leggings or skort.



Long green with black trim socks for hockey, football and rugby.



House sweatshirt, black with school crest with House colour side panel.\*



**OR**

Green Rugby/Football shirt with school crest (black reverse).\* Please note that if your child wishes to do rugby or football in lessons and for the school team this item should be chosen over the sweatshirt



<p>Trainers</p> <p>These should be sports trainers and not those worn as school shoes.</p>	<p>Football/Rugby Boots</p> <p>Not required for Year 7 PE lesson but will be needed if your child wishes to play rugby or football for the school and from Year 8 onwards where they have chosen football or rugby as part of their curriculum.</p>
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\*Tops can to be embroidered with surname. Rugby shirt can to be embroidered on green playing side. Please name all PE kit so it can be returned if lost.

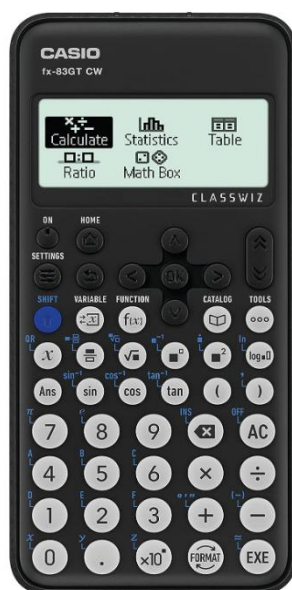
Protective equipment such as shin pads and gum shields are highly recommended for some activities e.g. Hockey, Rugby and Football.

Please ensure that all items of uniform are clearly marked with your name and tutor group.

## **ESSENTIAL EQUIPMENT**

We ask that each child brings the following with them to school each day and to each lesson:

- 2 black/blue pens
- 2 green pens
- 2 pencils
- A few colouring pencils (blue, red, green, yellow, brown)
- A ruler (15cm is fine)
- Rubber
- Sharpener
- Highlighter
- Gluestick
- A protractor
- A compass
- A scientific calculator – New Casio FX-83GTCW Black



If students do not have the correct equipment, they will need to sign out a school pencil case from Student Services before registration. They will be asked to leave their phone, keys (or similar) as a deposit to ensure a return by the end of the day. This will also be logged as a level 2 ClassCharts behaviour log for “lack of equipment”. Should this become a recurring pattern, we may need to meet with you to discuss wider organisational issues.

## **LOCKERS**

Independent Locker Solutions Ltd (ILS) provide lockers for Chew Valley School students and are available to rent on an annual basis.

For further information and to reserve a locker for your child, please visit [www.ilsschools.co.uk](http://www.ilsschools.co.uk). Please note that lockers are subject to availability, so please book early to avoid disappointment.

Although every reasonable care is taken, the school cannot be responsible for personal property and possessions brought into school. It would, therefore, be helpful if the following was noted:

- (a) Students should keep their property in a strong bag/holdall/backpack.
- (b) **All items should be clearly marked with the child's name**
- (c) I-pods, cameras and other valuable possessions should not be brought into school.

## **MOBILE PHONES**

- If mobile phones are with students they should be ‘**off and away**’ during our school day; any phone seen or heard will be confiscated.
- The restriction is in place at all times while students are in the grounds of the school building from the start of the day as they arrive up to 3.20pm. We are fully aware that students may wish to catch up with messages from home at the end of the day and, so long as they are out of the buildings towards the front of the school, this is acceptable.
- If there is an emergency, then a parent/carers can contact the school office and we will make sure that any message gets through. If a student needs to contact home then again by visiting Reception we are able to support them in contacting you.
- On the first occasion when a mobile phone is seen, it will be confiscated from the student in question and then returned by collection from the school office at the end of that day.
- On subsequent occasions, the phone will be kept for seven days. Parents/carers need to be mindful of this and be supportive of the school.



## **HEALTH AND WELFARE**

The School Nurse is in school one day a week. Our team of first aiders will deal with minor accidents or sickness which occur in school time. If a child has to take any form of medicine during the school day, it should not be carried about school but given to Student Services for safekeeping with a letter from parents/carers authorising the dose and frequency. When we need to send a sick child home we try to contact one or both parents/carers so that transport can be arranged.

If your child is going to be absent for the day, please use the Report Absences section of ClassCharts (<https://www.classcharts.com/parent>) If you are unable to access the internet, please telephone the school and leave a message for the Attendance Administrator.

- It is very helpful if you could telephone before 8.30am and leave a message on the answering machine. Please give your child's name and form and the reason for their absence. Please also indicate their likely date of return if this is known.
- If your child is absent from school and we have had no message from you, then we will try and contact you by telephone during the morning to check the reason for your child's absence, and to confirm that it is authorised by you. This close contact between home and school is very important. Students' self-confidence and success at school is very closely linked to attendance.

## **STUDENT SERVICES**

At Chew Valley School we have a number of support staff to support the links between home and school. They are available in school to discuss any problems that may make school challenging for a student from time to time or refer them on to specialist services. If you have any concerns about the way your child is settling into Chew Valley School in Year 7, please contact Student Reception, who can also arrange for your child's Tutor, Head of House, Mrs Clarke (Transition Co-ordinator) or our Special Educational Needs Co-ordinator to contact you.

## **INSTRUMENTAL TUITION AND MUSICAL ACTIVITIES**

Musical tuition is available to all students entering Chew Valley School. At present the school offers small group and individual lessons in:

Strings: violin, viola, cello, double bass, electric guitar, acoustic guitar  
Woodwind: flute, oboe, clarinet, saxophone, bassoon, recorder, clarinet  
Brass: trumpet, cornet, trombone, French horn, euphonium, tuba  
Keyboard: piano, keyboard  
Percussion: orchestral (timpani, snare, tuned), drum kit, xylophone  
Voice

Weekly tuition is given by peripatetic specialist music staff and lessons take place in school time, on a rotating timetable. When a teacher cancels a lesson, it will be re-scheduled to another week. There are a small number of school instruments available, however most students will be required to provide their own instrument by either buying or hiring from a music shop. To book a place within the programme, parents/carers must complete an instrument Music Tuition Booking Form. Booking forms and further details are available from Mr Paul Stinchcombe, Head of Music [pstinchcombe@chewvalleyschool.co.uk](mailto:pstinchcombe@chewvalleyschool.co.uk)

There are many extra-curricular performing arts activities for students to participate in: String Ensemble, Jazz Band, Brass Ensemble, Guitar Ensemble, Keyboard Club, Chamber Choir, Musical and Dramatic Productions, Cabaret Concerts, Soul Band, Swing Band, Chamber Orchestra, Beginner Guitar Group and various rock bands. All students within the programme are expected to participate in at least one ensemble.

## **CO-CURRICULAR ACTIVITIES**

As so many children live some distance away from school, many co-curricular activities have to take place during the lunch hour. However, on several days activities occur after school and students are invited to participate.

Students have an opportunity to participate in foreign exchanges and visits as part of their Modern Foreign Language curriculum.

There are regular Drama, Music and Dance productions. Many other opportunities exist in Technology, Environmental Science, IT and other subjects for students to be involved outside of the classroom.

The Duke of Edinburgh's Award is well established at school with students achieving bronze, silver and gold awards. Teams from Years 10, 12 and 13 are entered each year for the Annual Ten Tors Expedition on Dartmoor. Each year the school also runs a ski trip to an Alpine ski resort.

Students in Years 10 - 13 have also taken advantage of Outward Bound Scholarships.

Sporting activities are also well catered for in that our Sports Hall and Squash Courts provide facilities for a whole variety of indoor activities which exist alongside the more usual outdoor sports.

Whilst we believe it is important to give all students a sound grounding in as many sports as possible, there is also the opportunity to develop particular sporting skills to a high level and each year a number of students have been selected for County Teams.

The sports facilities are available for community use. These facilities are available in the evenings, at weekends and bookable during school holidays. Details of courses and contacts can be found in the above mentioned booklet.

## **SCHOOL MEALS**

A cooked meal is provided in school by our contract caterers, Aspens, for anyone who would like one and we ask parents/carers to pay through our online ParentPay system. We operate a cafeteria-system where a wide choice of items is provided. Children choose between a hot meal or a 'bistro' style meal. Fish and chips on a Friday is a particular favourite with our young people. Provision is also made for those children who wish to bring a packed lunch.

### **Free School Meals (FSMs)**

You may be entitled to free school meals if you are getting Income Support, Income Based Job Seekers' Allowance, the Guarantee element of State Pension Credit or support under the Immigration and Asylum Act. You may also be entitled if you are getting Child Tax Credit only (and are not entitled to Working Tax Credit) and the award is based on a gross annual income of less than £16,190. To claim FSMs please apply through our local authority BANES (even if you do not live in BANES) using this link <https://beta.bathnes.gov.uk/apply-free-school-meals>.

- If your child is receiving free school meals in Year 6 at a BANES Local Authority School (and this was approved prior to 1<sup>st</sup> April 2025) this information should be passed onto Chew Valley School by BANES. **However if you live outside of our Local Authority or if your entitlement was approved after 1st April 2025 regardless of which Local Authority you live in you will need to reapply through BANES [Apply for free school meals | Bath and North East Somerset Council](#) to confirm continued eligibility.**
- Year 7 students who are in receipt of free school meals/pupil premium will be offered a 15 minute music tuition lesson every week for the whole of Year 7. For Years 8 -10 students may be able to have financial support by the school, this will be decided on an individual basis. Please contact [rgordon@chewvalleyschool.co.uk](mailto:rgordon@chewvalleyschool.co.uk) or [pstinchcombe@chewvalleyschool.co.uk](mailto:pstinchcombe@chewvalleyschool.co.uk) if you require further information.
- If you have any further questions please contact [transitions@chewvalleyschool.co.uk](mailto:transitions@chewvalleyschool.co.uk) or your child's Head of House.

Should you wish to check if you may be eligible for one of the benefits that would qualify you for FSMs please contact your local Citizens Advice Bureau or other advice agency.

Claiming free school meals not only benefits families but the school as well, as we receive substantial additional funding through the Pupil Premium scheme for every student who is in receipt of free school meals. This funding continues throughout that student's school career even if they are no longer eligible to receive free school meals.

## **TRANSPORT**

Most lower school students who live in the Area of Prime Responsibility but more than three miles from the school are usually entitled to Local Authority transport to school. These services are contracted by Bath and NE Somerset Council and North Somerset Council.

Enquiries about the provision of bus passes, times of pick-up and location of bus stops need to be directed to the relevant council. If you are entitled to free transport you should expect to receive a letter and pass directly from the Local Authority in August. Students should carry their bus pass with them at all times as coach drivers and staff on bus duty may ask to see this.

Bath and NE Somerset Council – School Transport **01225 394312**.

North Somerset Council – School Transport **01934 888 888**.

Students who live outside the normal area served by the school may be given permission to travel on Local Authority school buses, providing there is a space. Application forms and details of costs are available from the Local Authority.

Students who live in the South Bristol area are able to apply for a space on the South Bristol Bus. As the bus is currently full with a waiting list you should consider other transport options. For more information and to express your interest in the school bus waiting list please contact [cvsbus@chewvalleyschool.co.uk](mailto:cvsbus@chewvalleyschool.co.uk)

Any student who misses their bus at the end of school should report immediately to the member of staff on duty so that appropriate action may be taken.

## **SCHOOL CHARITABLE TRUST**

For many years the school has organised a Charitable Trust. All parents/carers are invited to contribute to the Trust for the benefit of the school and its students. A number of school staff, parents/carers and governors form the trustees and, of course, all matters relating to contribution to the Trust are confidential.

Money accrued from the Trust is spent on enriching the School's resources to benefit as many students as possible. Details of the Trust and the methods of contribution are explained during your child's first year at Chew Valley.

## **THE SCHOOL SOCIETY (PTA)**

The School Society is an organisation consisting of parents/carers, teachers and friends of the school. The Committee meets regularly and organises meetings and activities which are both enjoyable and informative. In past years, these have included a Bingo Evening, Dances and a Quiz Evening. We enjoy strong support from parents/carers and we hope you will be able to join in our wide range of activities. All parents/carers are welcome to join the Society Committee or simply support at events. For further information please email [cvssociety@chewvalleyschool.co.uk](mailto:cvssociety@chewvalleyschool.co.uk)

## **CHEW VALLEY SCHOOL GOVERNING BODY (2025)**

The School is managed by a Governing Body, on which parents/carers 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.

Mr G Beynon  
Mr D Brown  
Mr C Chorley  
Mrs S Cran  
Mrs R Hale  
Mr D Hollomon  
Dr R Knight  
Mr T Moss  
Mr J Reed  
Mr K Slater  
Mrs R Taylor

Any member of the Governing Body can be contacted via the Clerk to the Governors:

Mrs Natalie Lane, Chew Valley School  
Tel: 01275 334206  
Email: [nlane@chewvalleyschool.co.uk](mailto:nlane@chewvalleyschool.co.uk)

## **BATH AND NORTH EAST SOMERSET**

### **TERM AND HOLIDAY DATES 2025/26 ACADEMIC YEAR**

Tuesday 2 <sup>nd</sup> September	INSET Day
Wednesday 3 <sup>rd</sup> September	INSET Day
Thursday 4 <sup>th</sup> September	Term 1 begins
Friday 26 <sup>th</sup> September	INSET Day
Friday 24 <sup>th</sup> October	End of Term 1
Monday 3 <sup>rd</sup> November	Term 2 begins
Wednesday 19 <sup>th</sup> November	INSET Day
Friday 19 <sup>th</sup> December	End of Term 2
Monday 5 <sup>th</sup> January	Term 3 begins
Thursday 12 <sup>th</sup> February	End of Term 3
Friday 13 <sup>th</sup> February	INSET Day
Monday 23 <sup>rd</sup> February	Term 4 begins
Wednesday 1 <sup>st</sup> April	End of Term 4
Thursday 2 <sup>nd</sup> April	INSET Day
Monday 20 <sup>th</sup> April	Term 5 begins
Friday 22 <sup>nd</sup> May	End of Term 5
Monday 1 <sup>st</sup> June	Term 6 begins
Wednesday 22 <sup>nd</sup> July	End of Term 6



# Chew Valley School

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## Attendance for Achievement

The greater the attendance the greater the achievement

I thought 90% attendance was quite good!

Actually, it really is not very good. 90% attendance is when the Government deems there to be persistent absence:

- 90% attendance means your child is missing  $\frac{1}{2}$  day a week
- Over 1 year that would mean missing 4 full weeks of school **more than 100 lessons!**
- Over their 5 years at Chew Valley, it would mean students were missing half a school year
- Research suggests that 17 missed school days a year means a GSCE drop in achievement

## 100% = best chance of academic success

No employer would accept 90% attendance and we don't think it is good enough for students either. As evidence shows the negative impact poor attendance has on achievement, we set a minimum target for attendance for all students:

**What does this mean for me and my child?**

We believe Attendance for Achievement. Our aim is for all students to aspire to 100%. However, we monitor all students and review attendance every week. If necessary, we will contact you to explain that we are concerned that your child's current attendance level is likely to have an impact on their achievement. We closely monitor all those attendance drops below 96%.

**Good attendance is crucial to academic success**

There is a clear link between good attendance at school and achievement in exams.

We also know from national data that good attendance goes a long way to guaranteeing success in exams and therefore improving life chances for all students.

With this evidence in mind our aim is to ensure that all students attend school regularly.



### What if my child's attendance falls below 90%?

We will contact you explaining that we will need to see attendance improve. If there is no improvement you will be invited into school to attend a meeting with the Head of year or Assistant Head of year where targets will be set for attendance to improve over an agreed period of time.

### What if my child's attendance does not improve in the agreed period of time?

You will be invited to another, more formal, meeting where the Assistant Headteacher will attend. This meeting will decide the next steps to take to ensure your child attends school regularly in order for them to be successful in their education.

### Will I get fined for my child's poor attendance?

If there is no improvement after all interventions, a Fixed Penalty Notice or a Court Hearing maybe recommended.

### Role of Parents and Carers

Parents and carers are legally responsible for ensuring their children attend school regularly and on time. They can support their children by:

- Ensuring regular and early bed times to provide sufficient sleep
- Ensuring students set alarm times or give wake-up calls in plenty of time for students to have a healthy breakfast before school
- Encouraging students to have uniform and school equipment ready the night before
- Where possible, arranging routine medical appointments outside of school hours
- Reporting any concerns promptly to school and retaining open and honest communications with school
- **Being positive about education**

### Holidays during term time

There is no requirement in law for a school to authorize for term-time holidays. The Department for Education has recently amended the regulations governing requests for holidays in term time. With effect from 1<sup>st</sup> Sept 2013, amendments to the Education (Pupil Registration) (England) Regulations 2006 make clear that Headteachers are no longer allowed to grant requests for holidays during term time and may not grant any leave of absence during term time unless there are exceptional circumstances. The school is required by law to comply with this change to the regulations affecting all absence from school during term time after 1<sup>st</sup> Sept 2013. Accordingly the school is now no longer able to authorise absence for term-time holidays. Our attendance policy from Sept 2013 has been amended to reflect this regulation.

For other useful information please go to the school website or contact our Senior Attendance Administrator  
01275 332272

kwilliams@chewvalleyschool.co.uk | [www.chewvalleyschool.co.uk](http://www.chewvalleyschool.co.uk)

Chew Valley School, Chew Magna, Bristol BS40 8QB



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## PUPIL PREMIUM

Pupil Premium funding and using it to support our students

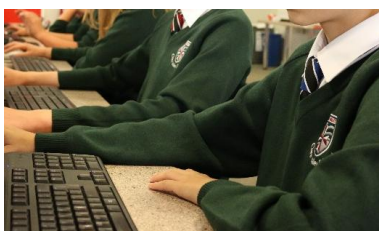
*Chew Valley School is committed to ensuring all students receive an education that enables them to learn, grow and achieve. The use of the Pupil Premium is one facet to ensure this is a reality for our students.*

Academic and Curriculum

Extra-curricular

Emotional support

Student welfare and wellbeing



## What is the Pupil Premium?

The Pupil Premium is additional funding for publicly funded school in England to raise the attainment of students of all abilities to close the gaps between them and their peers. Chew Valley School receives funding for students based on the following criteria set out by the Department for Education (DfE) which **may include** one of the following:

- A student is in receipt of Free School Meals (FSM) or has been previously registered as FSM at any point during the previous 6-years.
- A student who has been looked after for 1 day or more or left care under a special guardianship order, or a residence order.
- A student known to the school as being adopted within the United Kingdom.
- A student who has a parent serving in the armed forces (attracts a reduced sum from the DfE).

## How to apply for Free Schools Meals and how Pupil Premium funds are used by the school:

Chew Valley School receives funding from the DfE, but if you believe your child is eligible for Free School Meals then please use the information at the following webpage to check specific eligibility criteria and support your application process <https://www.gov.uk/apply-free-school-meals>

By applying and registering your child **this could increase the Pupil Premium funding the school receives in order to implement initiatives across the school to support our students.** The school publishes a spending strategy on our website at the following location [Pupil Premium Strategy](#)

For information and support please contact:  
**Mrs Mandy Clarke – Year 6/7 Transition Co-ordinator**  
01275 332272 | [mclarke@chewvalleyschool.co.uk](mailto:mclarke@chewvalleyschool.co.uk)  
Chew Valley School, Chew Magna, Bristol BS40 8QB  
[www.chewvalleyschool.co.uk](http://www.chewvalleyschool.co.uk)





# Chew Valley School

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## Art, Design & Technology Support

Welcome to Design & Technology (D&T) and Art at Chew Valley School. We pride ourselves in the broad curriculum we offer our students, encompassing creativity with STEM (Science, Technology, Engineering & Mathematics).

We aim to do our best for students by providing opportunities which will allow them to develop their abilities fully, offering a wide range of processes and materials to work with.

To help us give your child this high quality experience, and in line with other local schools, we ask for a one off contribution of **£25** for KS3 (Year 7, 8 & 9). This covers the costs of:

- D&T project materials (woods, metals, plastics & textiles)
- Demonstration ingredients in Food lessons\*
- Art sketchbook

In addition to support from parents we have proactively developed partnerships with businesses (for example, the James Dyson Foundation) which has enabled us to invest in the latest innovative technologies such as 3D printers, laser cutters, and CNC textiles and engineering equipment. We are always interested to develop new business partnerships, if you think you could offer support please get in touch.

As students journey through D&T they will learn how to communicate and model design ideas, test and evaluate their ideas and use technical knowledge and skills to design a range of products in a range of material types (woods, metals, plastics, textiles, paper/boards and food\*).

Art and D&T not only teaches students creativity and practical skills, they also develop their independence, resourcefulness, resilience, and problem solving skills, preparing them for life beyond the gates of Chew Valley School.

*\*Students are required to provide their own ingredients for Food lessons*

If you have any Art questions please email [soconnell@chewvalleyschool.co.uk](mailto:soconnell@chewvalleyschool.co.uk)

If you have any Design Technology questions please email [jashman@chewvalleyschool.co.uk](mailto:jashman@chewvalleyschool.co.uk)



# Chew Valley School

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## LAMDA

Individual and Paired Acting Tuition at Chew Valley School

### What is it?

The Performing Arts faculty offers acting tuition in much the same way you might learn an instrument at school, including being entered for graded examinations and qualifications. You may also hear this tuition referred to as LAMDA (London Academy of Music and Dramatic Art). LAMDA is the establishment that facilitates the examinations and has a reputation for excellence in drama across the globe.

### What happens in lessons?

Students will prepare dramatic scenes. By portraying other characters, learners will explore a range of different personalities and emotions and develop a clear speaking voice and good body language. Over time, students will become more emotionally aware, empathetic and self-confident.

### Who will teach it?

Rhian Gordon has over 25 years' experience of teaching drama including at Chew Valley School. She has a BA (Hons) degree, a PGCE and is a member of the Association of LAMDA teachers.



## What does it cost?

30 minutes paired or 15 minutes individual £9.50/lesson.

30 minutes individual lesson - £19/lesson (recommended for grade 4 onwards).

The paired or 15 mins individual option will be decided by the teacher in consultation with the student and will depend on student numbers, grade and progress.

Lessons are normally weekly and during term times. An invoice will be emailed to parents/carers at the start of term.

The school currently covers the cost of this tuition for students who are eligible for the Pupil Premium.

If you would like to book LAMDA Lessons please email [rgordon@chewvalleyschool.co.uk](mailto:rgordon@chewvalleyschool.co.uk) with the following details:

- Student Name
- Year Group and House
- Type of lesson (Individual 30 mins / Paired 30 mins / Individual 15 mins)
- Please confirm if your child is in receipt of pupil premium

If you have any questions about acting tuition, please call reception on 01275 332272 OR email [rgordon@chewvalleyschool.co.uk](mailto:rgordon@chewvalleyschool.co.uk)

Chew Valley School Chew Magna Bristol BS40 8QB

Email: [enquiries@chewvalleyschool.co.uk](mailto:enquiries@chewvalleyschool.co.uk)

Website: [www.chewvalleyschool.co.uk](http://www.chewvalleyschool.co.uk)

Twitter: [@ChewValleySch](https://twitter.com/ChewValleySch)

Telephone: 01275 332272



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