



Hayesfield Girls' School

Additional
Information
Booklet

2011 - 2012

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Statement of Ethos and Values

Hayesfield Girls' School is committed to promoting the achievements of all students to the best of their ability in the context of a calm, controlled and purposeful atmosphere and equal opportunity for all. Great value is placed on the promotion of both self-confidence and respect and concern for others, within and outside the school community. Students are encouraged to be self-disciplined, to take responsibility for their own words and actions and to offer each other support. The school has clear policies on standards and behaviour developed with the co-operation of students and parents.

The school aims at continuous improvement in the interests of its whole community; all development planning is informed by five aims:

- Develop thinking, informed and confident young people who will be able to meet the challenges of the 21st Century
- Enable students to develop self respect
- Achieve a safe, calm, purposeful atmosphere throughout the school, so that all students can take advantage of and benefit from being there
- Encourage students to take pride in their work and behaviour and celebrate their own successes and achievements
- Promote mutual respect and politeness between staff and students

Formally, through Philosophy and Beliefs, Personal, Social, Health and Enterprise Education and the Collective Act of Worship, and informally through the normal conduct of affairs in the school, both moral and spiritual development is consciously promoted. Negative attitudes such as dishonesty, irresponsibility, intimidation of others, deceitfulness, are consciously confronted and rejected.

The school is unusual in that both Philosophy and Beliefs and Personal, Social, Health and Enterprise Education (PSHEE) are timetabled for all students. Syllabuses will cover, amongst other things, the quest for individual identity and for meaning and purpose in life; values for living; the nature of belief and the belief systems of others; knowledge of self; relationships; understanding of feelings and emotions; moral dilemmas and judgements; shared codes of conduct. Teachers use a variety of teaching methods, from the conventional to the use of drama, debate and empathetic reconstruction. Where possible, and particularly in Assemblies, guest speakers are invited to give meaning to this policy.

There is a well-established tradition of Community Service in the school, allowing all the students the opportunity to give practical expression to their concern for others. Throughout the school, Year Groups and Houses regularly adopt charities of their own to support; in recent years these have included the Cancer Trust, Guide Dogs for the Blind, Sightsavers, Julian House, Friends of Chernobyl's Children and the Dorothy House Hospice. Many sixth formers choose to give time to helping younger girls, especially those with special needs. All these activities are commonly reported back to their colleagues through the medium of Assemblies.

Admission of Students

Admission Criteria for Hayesfield Girls' School

Students will be admitted at age 11 without reference to ability or aptitude. The number of intended admissions for the year commencing 1 September 2012 will be 180.

Hayesfield is a foundation school and admission is the responsibility of the Governors. **The Local Authority (LA) application form must be completed and returned to the LA by the closing date.** An on-line LA application can also be made.

Where applications for admission exceed the number of places available, all applications will be considered equally and the following criteria will be applied at the closing date for applications to be submitted, 31st October 2011, in the order set out below, to decide which children to admit.

1. 'Children Looked After': this is defined as a girl who is in the care of a local authority or provided with accommodation by that authority. (see Section 22 of the Children Act 1989).
2. Where the girl has a brother or sister, half brother or half sister, or step brother or step sister residing at the same address and currently attending Hayesfield School and who will be in attendance at the time of admission.
3. Within the Greater Bath Consortium boundary, (as defined by B&NES LA), after the allocation of places under criteria 1 and 2, 90% of the remaining places will be allocated to girls living in the Greater Bath Consortium. Those living closer to the School, as measured in a direct line on a map from the front door of the child's home address (including flats) to the junction of Bruton Avenue and Wellsway as being the point equal distance between the two schools, will be accorded higher priority.
4. 10% of remaining places will be allocated to girls living beyond the Greater Bath Consortium boundary. Girls living closer to the School, as measured in a direct line on a map from the front door of the child's home address (including flats) to the junction of Bruton Avenue and Wellsway as being the point equal distance between the two schools, will be accorded the higher priority. Measurements will be determined using the Local Authority's GIS computerised mapping system.

Multiple births – In the event of one place remaining for offer, the school would admit over the number to ensure that the siblings were able to be educated at the same school. If a place would be available for a sibling in Beechen Cliff, then a place would be offered over the number to ensure that the siblings were educated at schools conveniently situated.

To be considered under the above criteria parents/carers must have named the school as a preference. Under the above criteria all preferences are considered equally. If a pupil qualifies for more than one school they will be offered their **highest preference as stated on their application form.**

Please note that the home address is the address at which the prospective student normally resides, at the time of application. The School reserves the right to seek verification of this address. The School retains the right to withdraw the offer of a place, if it has been made on the basis of false or misleading information.

Additional Information to Parents

Please ensure that you complete and return the Local Authority form by the 31st October 2011.

Year 7 Induction

All new entrants in Year 7 are invited to spend one day later in the summer term at the school. This Induction Day is organised and provides variety and manageable new experiences.

The Head of Year visits the majority of Primary Schools to meet students prior to the Induction Day. There is also an Induction and Information Evening for new parents in Term 1 of Year 7. Every effort is made to ensure that girls arrive at school feeling well prepared to take up the challenge of secondary education.

Progression Routes in Education from Year 7 (age 11) to Year 13 (age 18)

The standard routes are indicated in the table below, although individuals may follow slightly different routes on occasions as appropriate.

<p>Years 7, 8 and 9</p> <ul style="list-style-type: none"> • During Year 9, girls will receive information about the courses available at the next Key Stage – currently predominantly GCSEs – and will make their choices for their options • GCSE courses will begin in Year 9 in some subjects 	<p>In Years 7, 8 and 9, all girls take:</p> <p>English, Mathematics, Science, Spanish, Geography, History, Philosophy and Beliefs, Art, Drama, Music, Physical Education, Technology, ICT and PSHEE (which includes Citizenship and Work-Related Learning)</p> <p>In Year 7, all students follow a course in Philosophy for Children</p> <p>In addition In Years 8 and 9 most girls take either French or German</p>
<p>Years 10 and 11</p> <ul style="list-style-type: none"> • During Year 11, girls will receive information about their options for Sixth Form, including AS/A2 courses here and at partner institutions, and will make their choices • Most GCSE examinations are taken between March and June in Year 11 with the exception of modular courses which are taken throughout the course 	<p>In Years 10 and 11, all girls take:</p> <ul style="list-style-type: none"> • GCSE courses in English (Language and Literature), Mathematics, Science, with the option of taking single Sciences, and Philosophy and Beliefs • A core ICT course leading to a skills based qualification • Non-examined courses in Enterprise Education, Physical Education and PSHEE (which includes Citizenship and Work-Related Learning) • Further GCSE, vocational and BTEC as part of iGCSE option courses from a list of three or four • Opportunity to study AS Critical Thinking and Latin
<p>Years 12 and 13</p> <ul style="list-style-type: none"> • AS and A2 examinations are modular, and examinations normally take place in June in both Years 12 and 13 • During the Sixth Form, weekly tutorials and a range of information sessions provide support and information on a range of issues that complement the academic curriculum • Open Days are arranged by most Universities and Institutions of Higher Education, and students can visit up to a maximum of two days in school time, otherwise in holidays/weekends • UCAS applications (University Central Admissions Service) need to be made early in Year 13 for some subjects and for all students by the autumn holiday (end of Term 1) 	<p>In Years 12 and 13, students have a wide range of choices:</p> <ul style="list-style-type: none"> • Most stay on into Sixth Form at Hayesfield to study four major AS subjects, leading to three or four A levels (A2) after two years, the International Baccalaureate Diploma • The range of courses available at Hayesfield is extended by collaboration with Beechen Cliff, City of Bath College and Ralph Allen • Further enrichment courses are available, including courses encompassing Open University modules and non-examined courses, eg Young Enterprise, Mock Bar, Model United Nations and Education in Engineering • Alternatively, students may choose to further their education elsewhere • All students are encouraged to do Work Related Learning or voluntary work alongside their A levels

Sixth Form

Admissions to the Sixth Form

Applications for places in the Sixth Form for September 2012 should be made directly to the Head of Sixth Form at the school. The Sixth Form has its own prospectus and application forms which are both available from the school office. Information about Sixth Form courses can be accessed via the school website.

Prospective Sixth Form students are welcome to visit the school on our general Open Morning on the Friday 23rd September 2011, and to attend the Sixth Form Open Evening on Tuesday 4th October and Tuesday 18th October 2011. Students who are offered a place in the Sixth Form will be expected to attend Induction Days on Monday 2nd and Tuesday 3rd July 2012.

Sixth Form Courses 2011- 2012

Most of our students are prepared for GCE AS (Year 12) and A2 (Year 13) level examinations. Vocational courses are also offered at Intermediate and Advanced level. Students who have not achieved a GCSE grade C pass in English Language or Mathematics are expected to retake them in Year 12.

The majority of Year 13 students aim for Higher or Further Education places. We have established links particularly with our local Universities and Colleges of Further Education. We also have contacts with Oxford and Cambridge through the Bath and North East Somerset Heads of Sixth Form Conference as well as teacher contacts.

The Educational Maintenance Allowance (EMA) has now been phased out and is being replaced with a Bursary administered through school, dependent on need. Payment is dependent on good attendance and academic progress. Academic monitoring of all students is carried out throughout the year by a student's personal tutor.

Full information about the Sixth Form including courses, facilities, responsibilities and opportunities is available on the Sixth Form area of the school website.

Advanced Level Studies

A wide range of AS and A2 level subjects are offered as well as the International Baccalaureate. A Level subjects for Year 12 in 2011/2012 are listed overleaf.

Vocational Courses

We offer a level 2 Health Care course which gives students BTEC First Diploma in Health & Social Care, Key Skills level 2 Communication and Numeracy, and one or two days each week work experience.

Activities

The Sixth Form facilitates a full and varied programme of extra-curricular activities including:

Senior Choir, Wind Band, a range of music ensembles, a variety of sporting activities, Gardening Club, Environment Group, Fairtrade Group, Christian Union, Young Enterprise, Model United Nations, Community Sports Leaders Award, Duke of Edinburgh Award,.

Grants of up to £100 are awarded twice a year from the Clara Thornley Fund, (dependent on the Fund's income). Applications are invited from Year 12 and 13 students to support extra-curricular activities and 'gap year' projects.

Commentary on the Sixth Form

We are extremely proud of the excellent results of our A level students. They achieve consistently well above the National and local averages. This year we were very pleased with the number of students who achieved the new A* grades at A2 level.

All students gained the University places they were aiming for and, as usual, we have a number who have plans for a Gap Year, including travelling all over the world! They either already have a deferred University place, or are applying now. All our students who applied for a variety of Art based Foundation courses have been successful. We have a strong track record of students gaining Oxbridge places.

List of Advanced level courses available

Subject	AS/A2 subjects	Offsite collaborative AS/A2 subjects
Art: Fine Art	✓	
Biology	✓	
Business Studies		✓
Chemistry	✓	
Dance	✓	
Economics		✓
English Language	✓	
English Literature	✓	
Food Technology	✓	
French	✓	
Further Mathematics	✓	
Geography	✓	
German	✓	
Government and Politics		✓
Graphics	✓	
History	✓	
Health and Social Care	✓	
ICT (AS)		✓
Italian	✓	
Law		✓
Mathematics	✓	
Media Studies	✓	
Music	✓	
Music Technology	✓	
Philosophy and Ethics (RS)	✓	
Photography	✓	
Physical Education	✓	
Physics	✓	
Psychology	✓	
Resistant Materials	✓	
Science	✓	
Sociology	✓	
Spanish	✓	
Textiles Technology	✓	
Theatre Studies	✓	

Employability Skills

Careers Education, Work Experience and Enterprise Education

Bath Education Trust Employability Skills Award (BET Award)

The BET Award is a certificated programme of transferable skills, training and practical learning. It offers a framework to accredit the skills and achievements of students not formally recognised through the current qualification framework. It operates alongside the school programme and enables students to capture and reflect on the benefits they have gained from all aspects of school life which will enhance their future employability.

Careers

Careers Education is delivered principally through PSHEE and tutorial lessons. In addition, professionals from a wide variety of careers areas are invited into the school to talk to students about their roles. Specific careers events are organised for Year 9, 11 and 12 students prior to making their GCSE and higher education choices. Students also have the opportunity to attend Higher Education Careers Conventions and University and College Open Days.

Resources

The Careers Library/Connexions Room is located in the Library where University and College prospectuses and detailed careers information are stored and available to students for reference throughout the day. General careers information is also displayed on a designated notice board in the main teaching block.

A set of University and College prospectuses is also available in the Sixth Form Common Room and details of open days, finance and gap year information are displayed on the Sixth Form notice boards.

Students can also research information on the Careers area of the school's computer network and interactive resources such as Kudos and Careerscape can be accessed from the main school Library, IT Rooms and Careers Library.

Work Experience

Some students take part in the Year 10 Work Experience programme as part of their GCSE programme of study for one week, as far as possible working the same hours as regular employees.

Many students choose to follow periods of work experience during the holidays in support of their final career choices.

Sixth Form Work Experience

The school encourages students in the Sixth Form to organise placements in their own time to support their studies, particularly if they are choosing a vocation route post A levels such as veterinary science, medicine.

Practice interviews are available for all Sixth Form students prior to University interviews taking place. Year 13 UCAS applicants are given the opportunity to attend a practice interview with experts from businesses or education related to their UCAS application.

Enterprise Education

All students are involved in Enterprise Education. This is introduced in Years 7-9. The school encourages businesses to work with the students to provide a real context challenge. In addition, Year 12 students are given the opportunity to become involved in the Young Enterprise Company Programme when, with the mentoring support of local organisations, they work in teams to set up their own companies, gaining valuable experience and an insight into how a business is organised. Students in Years 10 – 13 can access the elective business related courses, which are promoted by our Trust partners as part of the Bath Education Trust Award (BET Award).

Summary of Work Related Programme

Years 7 and 8	Introduction to careers and thinking about the future. Enterprise activities in PSHEE.
Year 9	Introduction to careers resources and GCSE subject choices. Self assessment, decision making, research into different careers. Interview with Connexions Personal Adviser. Enterprise Education sessions in PSHEE.
Year 10	Enterprise Education in PSHEE programme. Sixth Form Taster Day.
Year 11	Mock interviews experienced with local employers, writing letters of application and CVs, learning appropriate skills and attitudes. Exploration of options post-16. Interview with Connexions Personal Adviser. Enterprise Education in the PSHEE programme.
Years 12 and 13	Options after A levels. Sponsorships. Gap years. Applications. Interviews. Option of interview with business person relevant to UCAS application. Grants/student loans. Work Experience. Higher Education Careers event in school and opportunity to attend other events in own time.

Sex Education

Sex Education at a girls' school is an essential component of the curriculum and forms part of a broader Health Education Programme which is delivered in PSHEE and tutor periods as well as in separate subject areas under the direction of the PSHEE Co-ordinator. It is also recognised, however, that all teachers in all subjects are involved in sex education in its broadest sense, as it relates to values and attitudes, personal relationships and attitudes to sex.

The aims of our sex education programme are to provide factual information in order to reduce anxiety out of ignorance or misinformation, to promote responsible behaviour, and to provide a foundation from which informed decisions can be made. Our programme builds on the understanding, knowledge, skills and attitudes acquired at primary school level. We also provide an atmosphere in which students and teachers can communicate on sexual matters positively and without embarrassment. The school takes advantage of the services of health professional and voluntary agencies to enhance the sex education programme.

We appreciate the importance of the role of parents in the sex education of their children but also recognise that not all parents feel at ease or even fully equipped to take sole responsibility in this sensitive area. A partnership between school and home is therefore the best approach.

Equally importantly, we are aware of the dangers of creating the impression that widespread sexual activity is the accepted norm. Whilst providing a positive and non-threatening atmosphere for the discussion of sexual matters, there is a need to include abstinence as a positive choice. Due consideration will be given to the legal aspects of sexual activity.

Finally, the school appreciates that there are many different religious and cultural attitudes to sex and sex education, and seeks to provide a broadly based programme in which such attitudes are presented to students.

Mr P White is the PSHEE Co-ordinator. He should be approached if parents wish to review the teaching programme or discuss withdrawal of students from all or part of the sex education provided. There are separate PSHEE and Sex and Relations Education Policies.

Religious Education and School Worship

The 1988 Education Reform Act states that collective worship organised by the school is to be 'wholly or mainly of a broadly Christian character though without being distinctive of any Christian denomination'.

Students meet daily either in tutor groups, year assemblies or senior staff led assemblies, which are conducted either by staff, students or outside speakers.

Assemblies are closely integrated with the life of the school and they focus on what is of worth in a way which is appropriate to the age and aptitude of the students and with regard to their family background.

We recognise that parents have the right to withdraw their daughter from either school assembly or religious education, but this should not be necessary as all religious and points of view are treated with respect. Religious Education and collective worship at Hayesfield Girls' School aims to be inclusive and educational rather than exclusive or representative of any particular religion or belief system.

Special Educational Needs (SEN)

The school aims to provide a caring, challenging community. We value the individual and seek to enable each girl to develop and maximise her full potential.

We realise that some girls may have special educational needs which will have to be addressed if they are to fulfil their potential. These needs may be of a permanent or long term nature such as a hearing difficulty, dyslexia etc or they may be short term such as due to an accident, illness or crisis.

In its provision for students with SEN, the school takes account of the SEN Code of Practice. We have a designated SENCO with Special Needs responsibility, Ms S Budworth, who co-ordinates the provision of education of students with special education needs and liaises with outside specialist agencies.

The school does not have a unit on site to accommodate students who have a disability. However, we do our best to cater for individual students who wish to attend Hayesfield.

The school has an SEN Policy of which this is a brief summary. Parents are welcome to see the full policy at the school or ask for a copy to be sent to them.

Pastoral Care and Guidance

Caring for others is the foundation of our pastoral system. This begins even before formal admission, with girls spending time at the school getting to know staff, students and routines. The welfare and guidance of each girl are primarily the responsibility of the Form Tutor who is the first contact for parents.

We appreciate that the first year in a secondary school involves many changes for children. Please do not hesitate to get in touch with us if you have any concerns about your daughter's progress.

House System

The House system has been designed is to encourage students to take on an active role within the school and to take pride in their House. Through the House system we aim to build a sense of community, to offer leadership opportunities and to enable students to have a voice within the school. Being a member of a House is about being part of a team, so each and every member of our school has been allocated a House and will be part of a team. Every member of a House is important as each person brings unique skills, knowledge, experience, energy, drive, passion, and determination.

We have chosen six Heads of House who embody all of the above qualities and are ready to lead their teams to success and to achieve their ambitions.

The House system will involve House points and each pupil will be encouraged to collect these to support their house. House points may be awarded for learning and achievement, community service and extra curricular involvement within the school.

A secondary feature of House system is the competition between Houses; for instance through inter house sporting activities and at Sports Day we will all be wearing our House colours and competing for House Points. As the year progresses other House events are planned. For instance, debating competitions, charity drives and other activities which will encourage healthy competition.

Absence Figures for 2010/2011

The figures, for the academic year 2010/2011, are presented in accordance with the requirements of the Department for Education.

Statutory Attendance Report % 2010/2011

Year Group	Authorised Absence	Unauthorised Absence
7	4.8	0.5
8	6.0	1.0
9	5.7	2.7
10	4.6	2.7
11	4.4	3.3

Safeguarding and Child Protection

All staff and governors recognise their role in protecting our students from harm, and believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of each individual student. We have a Child Protection Policy – and procedures which follow Bath and North East Somerset guidelines. The Designated Senior Person for Child Protection within the school is Mrs L Beasley, Assistant Headteacher. Mrs S Smith and Mrs S Long deputise in this role.

Under the Education Act 2002 (Section 175) schools must make arrangements to safeguard and promote the welfare of children. Parents/guardians should know that the law (Children Act 2006) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/guardian and, where possible, seek their consent to a referral to Social Services. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Services when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/guardians will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Discipline

The Behaviour Policy includes the school's Code of Conduct and outlines the behaviour expected. The main rule for all is that we act with courtesy and consideration for others at all times. The school takes a positive approach to discipline, working on a praise and reward system wherever possible. Students are commended for academic work and other achievements. In certain cases, students are required to do supplementary work at lunchtime. For pastoral purposes, the school is sub-divided into three units: Years 7-8, Years 9, 10 and 11 and Years 12 and 13.

Reporting Assessment

Regular assessment of the students' progress and setting of targets for improvement are an integral part of our teaching. In order that parents, staff and students can effectively work in partnership, good communication is essential. Throughout the school there is at least one Parents' Evening and one full report each year, in addition to interim and exam reports; and usually at least one such point of contact between school and home each term. Parents are also very welcome to make an appointment to come into school to discuss their daughter's progress at other times in the year. Parents' Evenings are arranged for students and parents/guardians to meet subject teachers.

Homework Policy

The Principles

1. Homework is an integral part of courses at all levels. All students receive and are expected to complete homework. There is a close correlation between the levels of attainment reached by students and the amount and quality of homework set and completed. Homework extends the studies undertaken at school and provides valuable experience in self-study and personal responsibility.
2. Homework may take the form of writing, reading, learning, researching, drawing, calculating or practising a skill. The homework may lead on from work in the classroom, reinforce it or give time for reflection.
3. Homework requirements for Years 7 and 8 are set out for each subject in the curriculum booklet sent home to parents/guardians. We offer as a guide that students in Years 7 and 8 should spend on average 6-7 hours a week, increasing to 10 hours in the Upper School. A homework club is available after school for younger students, to support them in their homework, and students at Upper School are welcome to stay at school to study at the end of the school day. Homework requirements in Years 9, 10, 11, 12 and 13 are closely linked to the preparations for external examinations.

4. **Purposes of homework:**

- Enables students to show what they can do individually.
- Helps monitor progress and levels of achievements reached.
- Helps monitor the effectiveness of teaching and learning.
- Provides students with information to enable them to improve.
- Allows for a variety of tasks not always appropriate to a normal class lesson.
- Consolidates current class work and/or prepares for future class work.

5. **Roles and Responsibilities**

- Homework succeeds in its purpose when home and school work together.
- The school regularly sets and marks homework which is appropriate to each student's age and ability.
- The parent's role is to take an interest in his or her daughter's work by talking about it and looking through her books; to provide space and quiet for study; to make homework important and a high priority, and to check that deadlines have been met.
- Any parent/guardian who is concerned with standards or amounts of homework set should contact the school through the Form Tutor or Head of Department in the first instance.

6. **Monitoring and Evaluation of Policy**

The way homework is used is monitored during the year by the Heads of Year. An analysis is produced annually, with recommendations for any changes. A summary of this analysis and recommendations are presented to the Governors' Curriculum Committee.

Staff – September 2011

Ms Erica Draisey	(EFD) -	Headteacher
Mr James Hall	(JDH) -	Deputy Headteacher (Year 11)
Mrs Anne Banks	(AKB) -	Assistant Headteacher (Years 12/13)
Miss Catherine Trueman	(CLT) -	Assistant Headteacher (Year 7 and 8)
Mrs Lorraine Beasley	(LAB) -	Assistant Headteacher (Year 10)
Mr Philip White	(PW) -	Assistant Headteacher (Year 9)
Mr Jonathan Macfarlane	(JM) -	Bursar

Student Support Teams

Mrs Lynn Young	(LY) -	Head of Year 7 (maternity cover for Mrs Jo White)
Mrs Susie Ingram	(SI) -	Head of Year 8
Mr Nicholas Harrison	(NH) -	Head of Year 9
Mrs Suzanne Brown	(SBr) -	Head of Year 10
Mr Robert Holbrook	(RWH) -	Head of Year 11
Mrs Anne Banks	(AKB) -	Head of Year 12/13
Mrs Ruth Hill	(RH) -	Student Support
Mr Matthew Halsall	(MAH) -	Assistant to the Heads of Year 7 and 8
Mrs Linda Dobie	(LAD) -	Attendance Officer

Examinations and Data

Mrs Deborah Cottle	(DJC) -	Examinations Officer
Mrs Janet Hudson	(JH) -	Data Manager

Curriculum Areas

Art, Design and Technology

Mr Nigel Isaac	(NTI) -	Head of Faculty
Mr Howard Lee	(HJL) -	Head of Art
Mrs Emma Baber	(EB) -	Head of Food Technology
Mrs Jane Eaton	(JE) -	p/t Textiles, joint Textiles Co-ordinator
Mrs Jude Lisney	(JLI) -	p/t Textiles, joint Textiles Co-ordinator
Mrs Anne Banks	(AKB) -	Food and Textiles
Ms Helen May	(HM) -	Technology, Graphics Co-ordinator
Mr Adrian Cottle	(AC) -	Technology
Mr David Elgey	(DE) -	Art
Ms Hilary Johnson	(HJ) -	p/t Art
Miss Anna Jensen	(AJ) -	Graduate Trainee
Mr Jonathan Sturgess	(JS1) -	Technician (D&T)
Mrs Julie Saunders	(JS) -	Technician (Food/Textiles)

Careers

Mr Phil White	(PW) -	Oversight
Mrs Helen Gulliford	(HG) -	Work Experience Co-ordinator

English

Mr Duncan Powell	(DJP) -	Head of English Faculty
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Ms Lynda Bevan	(LMB) -	Head of KS5 English
Ms Elizabeth Twohigg	(ET) -	Head of KS3 English
Mrs Lynne Davey	(LD) -	English
Mr Darian Nelson	(DN) -	Media Studies/Head of Drama
Mrs Lorraine Beasley	(LAB) -	English
Mrs Vanessa Reed	(VAR) -	Head of Media Studies
Mrs Lynda Bevan	(LMB) -	English
Mr Nick Harrison	(NH) -	English
Miss Isobel Graham-Brown	(IGB) -	English
Mrs Fran Bryden	(FB) -	English
Dr Ian Moody	(IM) -	Head of Psychology
Mr Matthew Halsall	(MAH) -	Psychology
Mrs Jodie Jones	(JEJ) -	Head of Law
Miss Emma Foster	(EF) -	Literacy Coach and Director of Reading Activities

Health and Social Care

Mrs Julie Gaffney	(JG) -	Head of Faculty
Mrs Debbie Barefoot	(DCB) -	Health and Social Care
Mrs Emma Baber	(EB) -	Health and Social Care
Mrs Anne Banks	(AKB) -	Health and Social Care
Mrs Nikki Hodgkinson	(NJH) -	Health and Social Care

Humanities

Mr John Whitehead	(JWH) -	Head of Humanities
Ms Kim Skeplorn	(KS) -	Head of Geography
Mrs Mary Read	(MR) -	Head of Philosophy and Beliefs
Ms Catherine Trueman	(CLT) -	History
Mrs Suzanne Brown	(SBr) -	Geography
Miss Kate Oliff	(KEO) -	Geography
Mrs Sue Sayers	(SS) -	History
Mrs Tanya Laurenson	(TAL) -	Philosophy and Beliefs
Mrs Sheenagh Mathias	(SM) -	History
Mrs Miriam Lawrence	(ML) -	Philosophy and Beliefs
Mrs Mary Patterson	(MP) -	Philosophy and Beliefs

Languages

Ms Cathy Shail	(CS) -	Head of Faculty
Mrs Jackie Lister	(JAL) -	Second i/c
Mrs Elizabeth Cordero	(LC) -	Head of KS3
Mr Edward Hudson	(EH) -	French/Spanish
Mrs Victoria Dury	(VD) -	French/Spanish
Mrs Ellen Yilmaz	(EY) -	Mandarin

Mathematics, ICT and Business Studies

Mrs Julia Cleveland	(JRC) -	Head of Faculty (Mathematics)
Mrs Louise Wilford	(LPW) -	Head of Years 10/11 Mathematics
Mr Christopher Bent	(CRB) -	Head of Years 12/13 Mathematics
Ms Sue Budworth	(SB) -	Mathematics
Mrs Ruth Burden	(RCB) -	p/t Mathematics
Mr Robert Holbrook	(RWH) -	Mathematics
Miss Helen Clash	(HAC) -	Mathematics (maternity leave)
Miss Philippa Damsell	(PD) -	Mathematics
Miss Heather Ham	(HH) -	Mathematics (maternity cover)
Mrs Elizabeth Extance	(EE) -	Mathematics (maternity cover)
Mrs Diane Methley	(DM) -	Head of Business Studies
Mr Iain Lacey	(IML) -	Head of ICT

Mr Andrew Young (AJY) - ICT

PE

Mrs Abigail Longworth (AL) - Head of PE
Miss Lisa Erm (LE) - PE
Mrs Joanne White (JMW) - PE (maternity leave)
Mrs Lynn Young (LY) - PE
Mrs Su Robinson (SR) - PE
Mrs Nikki Hodgkinson (NJH) - PE/SSCo
Mrs Brenda Brian (BB) - PE Technician/Administrator

PSHEE

Mr Matthew Halsall (MH) - Head of PSHEE and Citizenship Co-ordinator
Mrs Sue Baron - School Nurse

Performing Arts

Mr Gareth Harris (GH) - Head of Faculty (Music)
Mr Darian Nelson (DN) - Head of Drama
Ms Charlene Whitemore (CAW) - Music
Ms Adele Proctor (AP) - Drama/Head of Dance

Science

Mr Paul Lortal (PL) - Head of Science Faculty
Mrs Dana Buchan (LB) - Head of Biology
Mrs Anna Holbrook (AVH) - Head of Physics
Mrs Emma Whatley (EW) - Head of Chemistry (maternity leave)
Mr Martin Somerton (MDS) - Head of Vocational Science
Mr Alan Bell (ASB) - Science
Mr Philip White (PW) - Science
Miss Amanda Gaskin (AJG) - Science (maternity cover)
Mrs Joanne White (JMW) - Science (maternity leave)
Mrs Julie Gaffney (JG) - Biology
Mr Kris Attwood (KA) - Physics/Science
Dr Marjorie Gibbon (MG) - p/t Biology
Mr David Rutt (DR) - Science
Mr Robert Hindson (RAH) - Science (maternity cover)
Mr Jonathan Mercer (JCM) - Graduate Trainee
Mr Richard Bradley (RMB) - Science Technician
Mrs Chris Shore (CJS) - Science Technician
Mrs Sue Smith (SAS) - Science Technician
Mrs Alison Greenslade (AFG) - Science Technician

Learning Support

Ms Sue Budworth (SB) - SENCO
Mrs Paola Venables (PV) - HLTA
Mrs Lesley Hall (LAH) - Teaching Assistant
Mrs Carolyn Clarke (CC1) - Teaching Assistant
Mrs Pauline Poole (PMP) - Teaching Assistant
Mrs Julie Collins (JC) - Teaching Assistant
Mrs Irene Westaway (IW) - Teaching Assistant
Miss Verity Chappell (VC) - Teaching Assistant
Mrs Jane Mallaber Cole (JMC) - Teaching Assistant
Mrs Catherine Parker (CP) - Teaching Assistant

Support Staff

Administrative Team

Mr Jonathan Macfarlane	(JM)	-	Bursar
Mrs Hilary Stubbs	(HJS)	-	Headteacher's PA
Mrs Verity Stevens	(VS)	-	Administration Manager
Mrs Helen Gulliford	(HLG)	-	Sixth Form Administrator
Mrs Lynda Price	(LP)	-	Administration
Mrs Melanie Butterfield	(MJB)	-	Administration
Mrs Susan Long	(SL)	-	Administration
Mrs Rachel Canham	(RC)	-	Information Systems
Mr Michael Bryant	(NMB)	-	Reprographics
Mr Ian Goodridge	(IG)	-	Estate Manager
Mrs Wendy Goodman	(WG)	-	West Wing Centre Manager
Ms Rachel Thomson	(RT)	-	Finance Officer
Ms Sara Hayman	(SH)	-	Finance Officer
Mrs Leigh Turner	(LT)	-	Cover Support Assistant
Dr Fiona Terry-Chandler	(FC)	-	Classroom Supervisor
Mr Daniel Gallally	(DG)	-	Classroom Supervisor
Mr Dave Lee	(DL)	-	Cadet Force
Mrs Bridget Yeshim	(BY)	-	Cadet Force

Library

Mrs Gill Atkins	(GA)	-	Librarian
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Information Technology

Mr Ben Morgan	(BM)	-	Technician
Mr Alex Buckley	(AB)	-	Technician

Caretakers

Mr David Easterlow
Mr Paul Dolman
Mr Albert Hutchison

Catering

Mr Ciaran Molloy	Chef Manager
Mrs Colette Hyden	Senior Catering Assistant
Mrs Amanda Edwards	Catering Assistant
Miss Amy Dowding	Catering Assistant
Mrs Laura Leach	Catering Assistant
Mrs Gill Taylor	Catering Assistant
Mr Jamie Taylor	Catering Assistant

SMSAs

Mrs Christine Hutchison	Lower School (SMSA Lead)
Mrs Lynn Wilce	Lower School
Mrs Karen Dallard	Upper School
Mr Matthew Keen	Upper School

Housekeeping Team

Mr Paul Keen
Mrs Karen Dallard
Mrs Donna Miller
Mr David Osmond
Mr Nick Roberts
Mrs Lynn Wilce
Mrs Christine Hutchison
Mrs Claire Robinson
Mr Jamie Taylor
Mr Robert Wilce
Mr Luis Bautista
Mr Daniel Barresi
Mr Albert Hutchison
Mr Matthew Keen
Mr Dave Wood
Mrs Kathy Luton
Mrs Christine Martin
Mr Paul Rogerson

Cleaning Supervisor
Senior Housekeeper

Hayesfield Girls' School Governing Body

Parent Governors

Dr Frank Longstreth (Welfare and Guidance)
Dr Colin McInnes
Mrs Alison Scott
Mrs Karen Clothier
Mr Andrew Imianowski
Mr Mark Whiteley

End of Term of Office

December 2013
October 2014
June 2012
March 2013
September 2013
September 2013

Foundation Governors

Mr John Ashley
Mr Peter Metcalfe (Curriculum)

March 2013
November 2011

Community

Mrs Sally Howard
Mr Roger Chapman (Resources)

September 2011
November 2012

Chair of Governors

Dr Colin McInnes

October 2014

Staff Governors

Ms Erica Draisey, Headteacher
Mrs Debbie Cottle
Mrs Jo White
Mrs Fran Bryden

November 2013
September 2013
September 2014

Associate Governors

Dr Bernie Morley
Mr Andrew Stewart
Mrs Karina Stewart
Mr Tim McCombe
Mr Peter Walker

Headteacher

Ms Erica Draisey

Clerk

Mrs Lynda Price

All Governors can be contacted c/o Hayesfield Girls' School

Channels of Communication

The Headteacher, Deputy Headteacher and Assistant Headteachers will be pleased to discuss any concerns with parents/guardians. It is helpful if concerns are initially discussed with appropriate staff.

Should you need to contact staff, your lines of communication are:

Pastoral concerns – At the Lower School initially approach your daughter’s Tutor, then the Head of Year, then the senior member of staff with links to the year group.

Curricular concerns – Initially your daughter’s subject teacher, then the Head of Department, Head of Faculty, then Deputy Headteacher or Headteacher.

Handling complaints

If you find it necessary to complain about any aspect of the school’s organisation or daily routines, it is helpful if this is made in writing. Oral and telephone contacts will be recorded in writing by the member of staff receiving the query. All complaints or queries will be logged.

If it is not possible to deal with your complaint within 24 hours, you will receive an acknowledgement and details of who is investigating your complaint and when you will be contacted again.

It is our intention to investigate all complaints and give feedback to the complainant within 7 working days.

Should you not be satisfied with the outcome or the manner in which your complaint was handled, you should raise the matter with the Headteacher. If you are still not satisfied, you should contact the Chair of Governors. It is not helpful if all Governors are notified as this makes it difficult to set up Appeal Panels.

In the unlikely event of you still not being satisfied, you have the right of appeal to the Local Education Authority.

Contacts

Headteacher Ms Erica Draisey

Chair of Governors Dr Colin McInnes

Upper Oldfield Park Campus, Bath BA2 3LA Tel 01225 426151

Fax 01225 427005

Brougham Hayes Campus, Bath BA2 3QU Fax 01225 424478

Bath & North East Somerset Council Riverside, Temple Street, Keynsham, Bristol BS18 1LA Tel 01225 477000

School Website www.hayesfield.com

School e-mail information@hayesfield.com

Parent, Teacher and Friends Association

(Registered Charity No 1023452)

The purpose of the Parent, Teacher and Friends Association is threefold:

Firstly to contribute to the home/school partnership, providing opportunities for parents and teachers to communicate about issues concerning the welfare and educational achievements of the students in the school and to reflect on current practice and future plans and developments.

Secondly, to raise money to support and enrich the learning of students.

Finally, to provide opportunities for parents/guardians, teachers and friends to come together in a variety of forums to learn, discuss, to have fun and enjoy each other's company.

Volunteering

We invite parents to sign up to become a member of the PTFA and to start by offering an hour of their time to volunteer to support an event throughout the year.

We have found that by using email we are able to communicate effectively and most administrative tasks can be addressed easily. These include rotas for events throughout the year, suggestions for activities, voting to support bids made for funding, etc.

Focus 2011-2012

With the introduction of our VLE we will be looking for volunteers to start working on reporting and communication with parents. We will be piloting online reporting and communication and would encourage parents to help us in making this as informative a process as possible.

Fundraising/Social Events

A number of fundraising/social events take place each year. However, new ideas are always welcomed! Money raised by the PTFA is allocated to departments by the Committee to pay for enrichment projects.

If you are interested in playing an active role within the PTFA, please contact either information@hayesfieldschool.com

The School Day

Registration/Assembly	8.30 am - 8.50 am
Period 1	8.50 am – 9.45 am
Break 1	9.45 am - 10.00am
Period 2	10.00 am– 11.00am
Break 2	11.00am – 11.20am
Period 3	11.20am – 12.20pm
Lunch	12.20pm – 1.05pm
Period 4 (includes registration)	1.05pm – 2.05pm
Changeover	2.05pm – 2.15pm
Period 5	2.15pm– 3.15pm
End of School Day	3.15pm
Extra curricular activities and clubs	

School Calendar Academic Year 2011 – 2012

TERM 1		
Start:	Thursday 1 September 2011	In Service Day 1
	Friday 2 September 2011	In Service Day 2
	Wednesday 21 September 2011	In Service Day 3
Finish:	Friday 21 October 2011	
TERM 2		
Start:	Monday 31 October 2011	
Finish:	Friday 16 December 2011	
TERM 3		
Start:	Tuesday 3 January 2012	
Finish:	Friday 10 February 2012	In Service Day 4
TERM 4		
Start:	Monday 20 February 2012	
Finish:	Friday 30 March 2012	
TERM 5		
Start:	Monday 16 April 2012	In Service Day 5
Finish:	Friday 1 June 2012	
TERM 6		
Start:	Monday 11 June 2012	
Finish:	Thursday 19 July 2012	

Public Holidays:

25 December 2011	Christmas Day
26 December 2011	Boxing Day
02 January 2012	New Year's Holiday
06 April 2012	Good Friday
09 April 2012	Easter Monday
07 May 2012	May Day Bank Holiday
04 June 2012	Spring Bank Holiday
05 June 2012	Diamond Jubilee Public Holiday

Taking holidays during term time

We are very proud of our excellent record of attendance with over 95% of our students attending at least 95% of the time. However, the loss of school time to family holidays is a concern to us, as it is to all schools.

Time out of school has proven to have a significant impact on achievement. This is particularly evident in Years 10 and 11, where students are being assessed throughout the year, via coursework and, in many cases, modular exams as well as at the end of Year 11. Full attendance throughout these two years is essential for examination success. For this reason, it is our practice not to authorise any holidays in term time in Years 10 or 11. In Years 7, 8 and 9, we authorise holidays in exceptional circumstances up to a maximum of 10 days during the whole period of your daughter's time in Key Stage 3 at Hayesfield.

Uniform Guidelines

- Blazer - Black with purple braid and purple lining with Hayesfield Girls' School logo – available from Scholars (compulsory for Year 7 and 8, optional for Year 9 to 11)
Blazers in Year 7 and 8 must be worn at all times.
Year 9 to 11 must wear a Blazer or Jumper at all times.
- Jumper - V necked black jumper with Hayesfield Girls' School logo – available from Scholars
- Skirt - Black, restricted to length 7cms below knee or 5cms above, with zip and waistband
Not lycra material
- Trousers - Girls may wear black uniform trousers. School uniform trousers should be full length, black, maximum of 2 hip pockets, with no turn-ups, and suitable to tuck a blouse into, a bottom leg width of 40cms maximum
Black jeans, leggings, sports wear, flares or hipsters, studded, combat, pin-striped or lace are not permitted
- Belt - Black/brown and obtrusive (thin)
- Blouse - White Open neck, with reverse collar for Year 7 and 8
- Socks - White/grey/black ankle or $\frac{3}{4}$ length for Year 7 and 8
- Tights - Plain black, not patterned
Footless tights are not permitted
- Shoes - Plain black – shoes must be sturdy, waterproof and have backs on them for reasons of safety.
Trainers, boots and sandals are not permitted
- Coat/Mac/Jacket/Anorak - Black or dark colour
- House Badge - All students will be allocated to a House when they arrive at school in September. Year 7 will need to purchase a House Badge at a cost of £2.00 from the school
- Apron - white cotton/calico fire retardant fabric without pockets (not plastic) for Design Technology

*Please note – any student who arrives in school dressed incorrectly will be asked to change in appropriate uniform issued from a small stock kept at school.

It is vitally important to contact the school if there are problems or confusion with uniform to discuss this with a member of staff.

PE Uniform Guidelines

- Games Blouse - Purple blouse with Hayesfield Girls' School logo (compulsory for Year 7 and 8)
Purple blouse or burgundy blouse with Hayesfield Girls' School logo (compulsory for Year 9 to 11)

Shorts/Skorts	-	Black
Hockey socks	-	Black/Purple
Trainers	-	White lace-up sports trainers (no daps or fashion trainers/boots)
Track Pants	-	Black with Hayesfield Girls' School logo
Sweatshirt	-	Black with Hayesfield Girls' School logo
Shin Pads	-	Recommended

Optional items:

Gum Shields	-	Recommended (available from the PE Dept at a cost of £1.50)
Football boots	-	Needed by team players

General Lesson Equipment

Pencil case containing pencils, pens (please bring a spare), rubber and ruler
 Calculator for Maths, Science and other lessons
 Colouring pens/pencils
 Maths equipment (Protractor, set square, etc)

*Please note, correction fluid (e.g. Tippex) is not permitted

Make-up and Jewellery

One plain ring		
One necklace/locket	-	worn inside the blouse
One bracelet		
Ear piercings	-	One small sleeper or stud in each ear Nose studs and other facial piercings, including tongue piercings are not permitted. Students will be asked to remove any unacceptable piercings and they will be confiscated

Coloured nail varnish, false nails and make-up are not permitted
 No extreme haircuts or colours. Hair must be tied back for Games and Technology lessons

Personal Items

Any personal items (Mobile phones, personal music players, money, etc) should not be seen or heard in school. Any student using a mobile phone or personal music player in school will have them confiscated and parents will be asked to collect them.

The school cannot be held responsible for the loss or damage of any personal possessions. Confiscated jewellery can only be collected by students on Friday at second break from the office.

ALL CLOTHING, SHOES, WATCHES AND OTHER PROPERTY MUST BE CLEARLY NAMED

All items of school uniform and PE kit are available from Scholars, Terrace Walk, Bath, Telephone 01225 462206

DESTINATIONS

Year 11	Apprenticeship	Further Education/ College	Hayesfield Sixth Form	Employment	Other Sixth Forms
	3%	31%	50%	-	16%
Year 13	University in 2011	Further Education including Art Foundation	Employment	Gap Year including deferred places	Other
	65%	10%	11%	10%	4%

Students who left the Sixth Form in July 2011 went to the following destinations:

Full Name	Place	Subject
Abbott, Victoria	University of Exeter	Modern Languages
Andrews, Danielle	Employment with BHS	NVQ in Retail
Angell, Kirstie	Employment	Applying for Midwifery 2012
Anstey, Rebecca	University of Warwick	History
Archer, Jessica	City of Bath College	Child Care Level 3
Baer, Natasha	Bath Spa University	Creative Writing
Banham, Emily	University of Cardiff	Psychology
Barker Flores, David	King's College London	Philosophy and Hispanic Studies
Basrai, Sammy	University of Cardiff	Medicine
Benham, Jessica	Nottingham Trent University	Photography
Bradley, Catherine	Open University	History
Burden, Rachel	University of Southampton	Civil Engineering
Burman, Sophie	Employment	
Burroughs, Megan	University College London	History, Philosophy and Social Studies of Science
Burton, Sophie	University of Manchester	Fashion and Textile Retailing
Carey, Josh	Employment	
Carr, Rebecca	Gap Year	Applying for dental hygiene
Chandler, Chloe	City of Bristol College	Legal Secretary
Chessum, Ben	Gap Year	Considering options
Clark, Ellen	Bath Spa University	Education
Coles, Mary	Return to school	Complete A levels
Conroy, Adam	University of Bristol	Physics
Cooper, Gemma	University of Manchester	Midwifery
Cox, Paige	City of Bath College	Beauty Course
Dagger, Lottie	Bath Spa University	Media Communications
Davies, Jack	University of Cardiff	Civil Engineering
Draper, Jennifer	Lancaster University	Sociology
Eades, Rachel	Bath Spa University	Psychology
East, Josiah	Employment	Applying for Art Foundation
Edwards, Ethan	Open University	English Language and Literature
Ellwood, Sophie	University of Southampton	French and Spanish
Ely, Joshua	Aberystwyth University	Medieval and Modern History
Emery, Kirsty	Coventry University	Biomedical Sciences
Field, Georgina	Cambridge (Murray Edwards)	Archaeology and Anthropology
Fletcher, Miles	University of the West of England	Games Technology
Fowles, Jennifer	Employment	
Gallagher, Alexandra	Gap Year	Applying for Nursing 2012

Gaworczyk, Urszula	University of the West of England	Mathematics
Gibson, Laura	Durham University	European Modern Languages and History
Grenham, Emma	University of Cardiff	Italian
Grieshaber, Robert	Sheffield Hallam University	Nursing Studies (Adult)
Guy, Charles	University of Bristol	Engineering Design with Study in Industry
Haines, Roxana	Goldsmiths, University of London	Drama and Theatre Arts
Harding, Philippa	University of Cardiff	Spanish and Mandarin
Haughton, George	City of Bath College	Art Foundation
Hinchliff Walz, Hannah	Travelling	
Hird, Megan	University College London	History of Art with Material Studies
Hughes, Natalie	Swansea University	American Studies
Hunnybun, Olivia	University of Manchester	Geography with International Studies
Hussain, Iqbal	University of the West of England	Mechanical Engineering
Isaac, Tamsin	University of Plymouth	3D Design
Jackson, Naomi	Swansea University	Spanish with Legal Studies
Jenkins, Holly	University of Cardiff	Genetics
Keevill, Daniel	University of Southampton	French
Keiller, Josie	Reading University	Nutrition with Food Consumer Sciences and Professional Training
Kenny, Jessica	Wiltshire College, Trowbridge	Art Foundation
Kersey, Elyn	University of Cardiff	Business Management and Finance
Kirkwood, Christian	Gap Year	Considering options
Lake, Kathryn	Gap Year	Applying for University 2012
Longstreth, Pandora	York University	Social Policy
Lorimer, Jessica	Gap Year then University of the West of England	Children's Nursing
Macauley, Amy	Applying for apprenticeship	
Maggs, Beth	Applying for apprenticeship	
Malone, Imogen	City of Bath College	Art Foundation
McKay, Jessica	Plymouth University	Mechanical Engineering
Menneer, Phoebe	Teaching in Spain	Applying for University 2012
Merrick, Gregory	Southampton Solent University	Live and Studio Sound
Moss, Anna	St. Philip's Church, Bath	Internship
Murray-Sweetman, Portia	Bournemouth University	Art Foundation
Muston, Vikki	Swansea University	Psychology
O'Riordan, Mollie	University of Southampton	Psychology
Parker, Eleanor	Gap Year	Applying for University 2012
Pascoe, Malcolm	Coventry University	Physiotherapy
Pearson, Katie	Kingston University	Journalism
Pearson, Rachel	University of Cardiff	Mathematics
Plank, Corinne	Swansea University	History
Renwick, Stacey	Open University	Photography and Politics
Robins, Ruth	Aberystwyth University	International Politics
Robinson, Eleanor	Glasgow University	Mathematics
Rowley, Ellie-Mae	University of Roehampton	English Language and Linguistics
Samuel, Rosie	University of Cardiff	History
Scott, Jessica	Return to school	Completing A levels
Seek, Shona	Plymouth University	Physical Education and General Primary 5-11 years

Sholapurkar, Radhika	University of Oxford (Somerville)	Medicine
Skelton, Leanne	Gap Year	Applying for University 2012
Smith, Sophie	Gap Year	Applying for University 2012
Spencer, Katy	University of Birmingham	Geography
Tabram, Bethan	Oxford University (Hertford)	History
Taylor, Bethany	Gloucester University	History and Sociology
Toogood, Steven	Oxford Brookes University	History
Toynbee, Holly	Gap Year	Applying for University 2012
Turner, Laetizia	Return to school	Completing A levels
Vincent, Harriet	Return to school	Completing A levels
Ward, Charlotte	University of the West of England	Adult Nursing
Ward, Chloe	Bath Spa University	Creative Writing
Watkins, Rebekah	Coventry University	Human Biosciences
West, Kerry	City of Bath College	Child Care level 3
White, Heather	Plymouth University	Adult Nursing
Williams, Amber	Portsmouth University	Applied Languages
Williams, Louisa	Sheffield University	Chemistry
Wyatt, Beth	University of the West of England	Learning Disability Nursing
Young, Adele	Southampton Solent University	Journalism

Students who left the Sixth Form in July 2010 went to the following destinations:

Name		Place	Subject
Advani	Katie	City of Bath College	Art Foundation
Al-Fakhri	Farah	University of the West of England	Media Practice
Ballinger	Polly	College	Accountancy
Bleszynska	Ella	University of Leeds	History
Book	Hannah	Gap Year	Considering options
Bradbeer	Catherine	Gap Year	Applying for University 2011
Brown	Kandy	Gap Year	Considering options
Burgess	Sophie	Gap Year then University of Wales Institute, Cardiff	Educational Studies and Early Childhood Studies
Byham	Tom	University of the West of England	Sociology
Calley	Stephanie	Employment	
Catchpool	Emily	Gap Year then Liverpool John Moore University	Primary Education with Early Years
Chapman-Rees	Stacey	Employment	
Cobden	Sarah	Gap Year then Portsmouth University	English and Media Studies
Cope	Miranda	University of Birmingham	International Relations
Cradock	Megan	Employment	
Davies	Kelsie	Employment	Considering College options
Davis	Rachel	Gap Year	Applying for University 2011
Dowling	Georgia	Trowbridge College	Art Foundation
Dyer	Zoe	Bath Spa University	Graphic Design
Earley	Charlotte	University of Greenwich	History
England	Charlotte	Trowbridge College	Art Foundation
Farmer	Clare	University of Cardiff	Psychology with professional placement
Ferguson	Tashi	Oxford Brookes University	Engineering Foundation
Firth	Natalie	Gap Year	Applying for Midwifery 2011
Flower	Harriet	Gap Year then University of Newcastle	Media, Communication and Cultural Studies
Frampton	Jade	Employment	
Garbutt	Lucy	City of Bath College	Fashion and Textiles
Hack	Eleanor	University of Southampton	Zoology

Henry	Mehwish	University of the West of England	Computing
Herridge	Sophie	Gap Year	Considering options
Hester	Zoe	Gap Year	Considering options
Hicks	Grace	Employment	Setting up own business
Hier	Emily	Gap Year then De Montfort University	Journalism
Jackson	Josie	Moving to Germany	
James	Jess	Employment	
Jones	Eleanor	Bath Spa University	History
Kemp	Ned	University of the West of England	Law
Kingman	Stephanie	Bournemouth University	Forensic Science
Lovell	Grace	Greenwich University	Psychology
Macey	Charlotte	Norland College	Childcare degree
Martin	Jazmin	University of the West of England	Law
Merrett	Rebekah	Gap Year	Applying for University 2011
Miche	Tasha	City of Bath College	
Mills	Adelais	Bristol University	English
Mulgrew	Sophie	University of Plymouth	Human Biosciences
Nicholls	Josie	Year out	Considering options
Noad	Sophie	City of Bristol College	Professional Photography
Norman	Maria	City of Bath College	Art Foundation
Palczynski	Laura	Bristol University	Animal Behaviour and Welfare
Parratt	Kelly	City of Bath College	Catering
Pascoe	Malcolm	Hayesfield Sixth Form	Continuing A levels
Payton	Louise	Trowbridge College	Art Foundation
Pegler	Katharine	University of the West of England	Early Childhood Studies
Phillips	Georgina	Gap Year	Considering options
Price	Simone	University of the West of England	Adult Nursing Diploma
Pye	Matilda	Gap Year then University of Brighton	History of Design, Culture and Society
Raynes	Joe	Gap Year	Applying for University 2011
Reid	Chris	Gap Year	Considering options
Rider	Fran	Gap Year then Bristol University	Biochemistry
Robinson	Paloma	Bristol University	Law
Robinson	Sofia	Trowbridge College	Art Foundation
Rowan	Anna	Gap Year	Applying for University 2011
Shatwell	Molly	Apprenticeship	
Shrubsole	Anya	Gap Year	
Smith	Alice	University of Plymouth	Events Management
Smith-Taylor	Edward	Gap Year	Applying for University 2011
Staples	Isabella	Apprenticeship	
Stone	Phoebe	Gap Year	Considering options
Stroud	Tom	Gap Year	Applying for University 2011
Tam	Cynthia	University of Reading	Accounting and Management
Thorn	Elizabeth	Gap Year	
Tompkinson	Jason	Employment	
Valevska	Milena	Bristol University	Archaeology
Valid	Nikki	University for the Creative Arts	Animation
West	Kendal	City of Bath College	Art Foundation
Wiltshire	Kathryn	University of Bath	Sociology
Wiltshire	Mary-Jane	Bangor University	Zoology with Conservation
Woodland	Hannah	Employment	
Woolley	Jemma	Gap Year	Considering options

Students who left the Sixth Form in July 2009 went to the following destinations:

Name		Place	Subject
Rebecca	Adams	Royal Northern College of Music	Music
Rebecca	Allsop	Gap Year	Applying for University
Jodie	Annely	Gap Year	Applying for University
Nigora	Asaeva	University of Brighton	History of Design, Culture and Society
Robert	Auton	Gap Year	Applying for University
Helen	Avent	Employment	
Amy	Barnes	Bournemouth University	English and History
Harriet	Bennett	Canada	Applying for University
Jessica	Bevan	Gap Year then University of Warwick	History, Literature and Cultures of the Americas
Alice	Bevan	Project Search	
Natalie	Book	University of Exeter	Biological Sciences
Claire	Bowles	University of Bangor	English Language
Jade	Burford	University of the West of England	Mental Health Nursing
Chris	Burgess	Gap Year	Applying for University
Chloe	Burroughs	Employment	
Elise	Burvill	Gap Year then Oxford Brookes University	Law
Lily	Byham	University of Exeter	Biological Sciences
Abi	Calley	Trowbridge College	Art Foundation
Tuesday	Carlin	Employment	
Florence	Carpenter	Gap Year	Applying for University
Jake	Chapman	Gap Year then University of Glamorgan	Music Technology
Josh	Chitson	Gap Year then Wiltshire College, Lackham	Animal Science and Management
Sarah	Chorley	Gap Year then University of Plymouth	Human Biosciences
Elliot	Cockburn	Gap Year	Applying for University
Eloise	Collins	Gap Year	Applying for University
Helen	Colville	City of Bath College	Art Foundation
Grace	Cooper	Gap Year then London Metropolitan	Film Studies and Theatre Studies
Josh	Creese	Gap Year	Applying for University
Charlotte	Cumper	Cardiff University	Microbiology
Laura	Davis	Gap Year then Southampton Solent University	Psychology (Counselling)
Rowan	Davis	Employment	
Sophie	Davison	University of Hull	Computer Science with Games Development
Emily	Dolman	Gap Year	Applying for Nursing
Ben	Dorman	Voluntary work in Germany	
Kay	Durham	Employment	
Jonathan	Ely	Imperial College, London	Electrical and Electronic Engineering
Lorna	Estill	Gap Year then Bournemouth University	Forensic and Crime Scene Investigation
Sam	Ferguson	City of Bristol College	Alternative and Complementary Studies
Bathsheba	Fifield	Working and studying in France	
Rebecca	Forsythe	University of Plymouth	Law

Sophie	Fossaceco	Gap Year	Applying for University
Bethan	Francis	Bournemouth Arts Institute	Costume with Performance Design
Avril	Gay	Northumbria University	Adult Nursing
Sophie	Groves	University of Leeds	Produce Design
Layla	Hardin	Gap Year then University of Birmingham	Law
Kaydie	Harris	Employment	
Jessica	Hitchcock	Bangor University	Psychology
Max	Howard-Evans	City of Bath	Art Foundation
Verity	Hull	Oxford Brookes University	Business Economics
Sarah	Humphries	Trowbridge College	Art Foundation
Martha	Hutchison	Gap Year	Applying for University
Olivia	Jones	University of Brighton	English Language and Linguistics
Sarah	Kingwell	Gap Year	Applying for University
Harriet	Lacy	Gap Year	Applying for University
Jack	Lever	University of Durham	Philosophy
Hannah	Lyon	University of Plymouth	English
Martha	Mackenzie	Gap Year then Manchester Metropolitan	Psychology
Jasmine	Maddison	University of Derby	Sports Massage & Exercise Therapy and Sports Psychology
Emma	Maggs	Gap Year then Bath Spa University	English Literature
Joseph	Malcolm	Employment	
Harry	Manister	Gap Year	Applying for University
Sarah	Mann	University of the West of England	Equine Science
Joe	Marriner	University of Birmingham	America and Canadian Studies
Simon	Martin	University of Glamorgan	Music Technology
Telisha	McKenzie	City of Bristol College	Dance Theatre Performance
Nicola	Meddick	Gap Year	Applying for University
Alexa	Miller	City of Bath College	Art Foundation
Evvy	Miller	Gap Year	Applying for Drama School
Cassandra	Moll	Gap Year then University of Reading	War, Peace and International Relations
Aimee	Monelle	University of Gloucestershire	Events Management
Duncan	Morrice	City of Bath College	ND in Media
Lydia	Morris	Gap Year (Australia) then University of Sussex	Law
Emily	Morris	University of Plymouth	Graphic Communication and Typography
Richard	Moss	Gap Year	Applying for University
Callum	Mungai	Employment	
Christina	Noton	Work experience and Open University	Completing UCAS application 2010
Laura	Ollis	University of Greenwich	Psychology with Counselling
Kirsty	Parsons	Oxford Brookes University	History
Alice	Pont	University of Birmingham	History
Ellie	Reed-Hunt	Gap Year	Applying for University
Charlotte	Reeves	Employment	
Sian	Robbins	Gap Year	Applying for University
Jamie-Lee	Rodaway	City of Bath College	Holistic Therapies

Luna	Samuels	City of Bath College	Art Foundation
Naomi	Saunders	Work experience at Royal United Hospital	Completing UCAS application 2010
Sarah	Scarbrick-Rowe	Gap Year then University of Southampton	Mathematics
Alice	Shannon	Gap Year then University of Plymouth	Events Management
Emma	Shaw	Gap Year then University of Nottingham	Nursing Science
Benjamin	Sixsmith	Middlesex University	Creative and Media Writing
Eleanor	Slack	Gap Year then University of Birmingham	Law
Mitchell	Sowden	Employment	Completing UCAS application 2010
Mylene	Spencer	London College of Fashion	Art Foundation
Francesca	Staples	Gap Year	Applying for University
Martha	Stuffins	University of Birmingham	Physics (International Study)
Barnaby	Suttle	University of Sussex	Philosophy
Leanne	Thatcher	Birmingham City University	Primary Education with QTS
Natalea	Trevor	Gap Year then Oxford Brookes University	Early Childhood Studies
Charlotte	Watson-Thomas	Gap Year	Applying for University
Jo	Wayte	Gap Year	Applying for University
Kate	Whadcock	University of Nottingham	Sustainable Build Environment
Rebecca	White	City of Bath College	ND in Art and Design
Helen	Whitemore	Royal Welsh College of Music	Music
Esme	Wilson	City of Bath College	Art Foundation
Hannah	Wiltshire	Bath Spa University	Education
Charlotte	Withey	Gap Year then Roehampton University	Classical Civilisation
Hannah	Wood	Gap Year	Applying for University
Vincent	Wright	Gap Year	Completion UCAS application 2010 for Medicine
Alice	Yates	Norland College	Nannying
Frances	Yeo	University of Westminster	English Language and English Literature

Notes