



Hayesfield Girls' School

Additional
Information
Booklet

2009 - 2010

Contents

Page:

- 3. **Introduction to the School**
 - **Statement of ethos and values**
- 4. **Admissions Arrangements and Policy**
Year 7 Induction
- 5. **Curriculum and Organisation**
Years 7-11
Years 12 and 13 including list of courses
- 8. **Work Related Learning and Careers Education**
- 10. **Sex Education**
Religious Education and School Worship
- 11. **Special Education Needs**
Pastoral Care and Guidance
Absence Rates 2008/2009
- 12. **Safeguarding**
Discipline
Reporting Assessment
- 13. **Homework Policy (Years 7-11)**
- 14. **Staff Lists**
- 19. **Governors**
- 20. **Channels of Communication**
- 21. **PTFA**
- 22. **School Day and School Year**
- 24. **School Uniform**
- 25. **Destinations of Leavers**

Please note that the information in this Additional Information Booklet is correct at the time of publication – September 2009

Statement of Ethos and Values

Hayesfield Girls' School is committed to promoting the achievements of all students to the limits 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. The school has for many years welcomed groups and individuals from a number of denominations into its Assemblies on a regular basis. The school observes the main festivals of the Christian calendar and gives them formal recognition through appropriate services.

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 Tutor Groups 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, Children of Chernobyl 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 School Technology College

Students will be admitted at age 11 without reference to ability or aptitude. The number of intended admissions for the year commencing 1st September 2010 will be 210.

Where applications for admission exceed the number of places available, the following criteria will be applied at the closing date for applications 23rd October 2009, 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 currently attending Hayesfield School.
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 home address 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 nearer the school as measured in a direct line on a map from the home address to the junction of Bruton Avenue and Wellsway as being the point equal distance between the two schools, will be accorded the higher priority.

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/guardians must have named the school as a preference. Under the above criteria, all preferences are considered equally. If a student qualifies for more than one school they will be offered their highest preference as stated on their application form.

If under all the above criteria any single category resulted in oversubscription, priority would be given to those children who live nearest to the school, as measured in a direct line between the home address and preferred school. This rule would still be applied strictly to both children living within Bath and North East Somerset and those from neighbouring authorities.

Additional Information to Parents

Please ensure that you complete and return the Local Authority form by the 23rd October 2009.

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>Key Stage 3</p> <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 Key Stage 3, 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:</p> <ul style="list-style-type: none"> • In Years 8 and 9 most girls take either French or German
<p>Key Stage 4</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 Key Stage 4, all girls take:</p> <ul style="list-style-type: none"> • GCSE courses in English (Language and Literature), Mathematics, Science, with the option of taking separate 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 Diploma option courses from a list of three or four • Opportunity to study AS Critical Thinking
<p>Key Stage 5</p> <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 Key Stage 5, 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 or vocational Diplomas • The range of courses available at Hayesfield is extended by collaboration with Beechen Cliff and the City of Bath College • 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 2010 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: sixthform@hayesfield.com.

Prospective Sixth Form students are welcome to visit the school on our general Open Morning on the Friday 25th September 2009, and to attend the Sixth Form Open Evening on Tuesday 20th October 2009. Students who are offered a place in the Sixth Form will be expected to attend Induction Days on Tuesday 29th and Wednesday 30th June 2010.

Sixth Form Courses 2009- 2010

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) of up to £30 a week is paid to approximately 30% of our students, depending 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 2009/2010 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 & 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 mixed hockey team and other sporting activities, Environment Group, Fairtrade Group, Christian Union, Young Enterprise, Model United Nations, Community Sports Leaders Award, Duke of Edinburgh Award, Debating Society.

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.

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
Accountancy		✓
Art: Fine Art	✓	
Art: Textiles	✓	
Biology	✓	
Business Studies	✓	
Chemistry	✓	
Computer Science		✓
Dance		✓
Economics		✓
Electronics	✓	
English Language	✓	
English Literature	✓	
Food Technology	✓	
Film Studies		✓
French	✓	
Geography	✓	
German	✓	
Government and Politics		✓
Graphics	✓	
History	✓	
Health and Social Care	✓	
ICT (AS)	✓	
Italian		✓
Law	✓	
Mathematics	✓	
Media Studies	✓	
Music	✓	
Music Technology	✓	
Philosophy and Ethics	✓	
Photography		
Physical Education	✓	
Physics	✓	
Product Design	✓	
Psychology	✓	
Science	✓	
Sociology	✓	
Spanish	✓	
Textiles Technology	✓	
Theatre Studies	✓	

Work Related Learning

Careers Education, Work Experience and Enterprise Education

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.

Connexions Service

In the autumn term of Year 9, the girls are advised about GCSE option choices and offered individual interviews if requested. Individual interviews can be arranged for Year 11 students to help them consider their post-16 options and students in Years 12 and 13 can choose to have an interview if they wish to discuss higher education issues. In addition, the Connexions Personal Adviser will offer small group sessions if required to talk about topics such as interview technique, personal statements, gap years and employment after A levels.

Work Experience

All students take part in the Year 10 Work Experience programme for one week, as far as possible working the same hours as regular employees. Work Experience is one of the best ways in which young people learn about the attitudes and personal qualities needed in employment and are able to develop their own personal and social skills as they do so.

The programme aims to help students:

- See the relevant and application of what they are learning at school
- Improve personal and social skills – working with others, communication etc
- Improve knowledge of local organisations
- Find out about education, training and employment opportunities
- Find out about career opportunities
- Achieve tasks which can support and enhance GCSE courses and other school work

Students are visited during the placement by a member of staff who will produce a brief report for their tutor. Students are expected to keep a diary of their work experience activities and the employer will be asked to make comments on the placement and provide a

testimonial for the student's file. Debriefing takes place in the following week when the girls discuss their experiences.

This work is accredited through the Bath Education Trust Award.

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 KS3. 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. Work experience for all students at the end of the summer term. Sixth Form Taster Day and support from Connexions.
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.

Absence Figures for 2008/2009

The figures, for the academic year 2008/2009, are presented in accordance with the requirements of the Department for Education.

Statutory Attendance Report % 2008/09

Year Group	Authorised Absence	Unauthorised Absence
7	5.84	0.68
8	6.31	0.80
9	6.90	1.03
10	7.30	2.20
11	7.93	2.48

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 and Mrs S Brown, Head of Year 8 is deputy 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 7-9 (Key Stage 3), Years 10 and 11 (Key Stage 4) and Years 12 and 13 (Key Stage 5).

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, 8 and 9 are set out for each subject in the curriculum booklet sent home to parents/guardians. We offer as a guide that students in Years 7-9 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 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 Key Stage. 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 2009

Headteacher:	-	Ms Erica Draisey
Deputy Headteacher	-	Mr Ian Taylor
Assistant Headteacher	-	Mrs Anne Banks
Assistant Headteacher	-	Mr Steve Price
Assistant Headteacher	-	Mrs Lorraine Beasley
Assistant Headteacher	-	Mr Philip White
Assistant Headteacher	-	Ms Catherine Trueman
Assistant Headteacher	-	Mrs Julia Cleveland
Assistant Headteacher	-	Mr Duncan Powell
Finance and Business Manager	-	Ms Jocelyn Nichols

Student Support Teams

KS3

Head of Year 7	-	Mrs Jo White
		- Mrs Lynn Young (Assistant HoY)
Head of Year 8	-	Mrs Suzanne Brown
Head of Year 9	-	Mr Steve Price
		- Mrs Lynda Price – Support Assistant KS3

KS4/5

Head of Year 10	-	Mr Philip White
Head of Year 11	-	Mrs Lorraine Beasley
		- Miss Helen May (Assistant to HoY 10 and 11)
Head of Years 12/13	-	Mrs Anne Banks
		- Mrs Helen Gulliford (Sixth Form Administrator)

Pastoral Team

Mrs Linda Dobie	(LAD)	-	Attendance Officer
Mrs Susie Ingram	(SI)	-	Student Support
Ms Carol Lewis		-	Parent Support Advisor

Curriculum Areas

Examinations and Data

Mrs Deborah Cottle	(DJC)	-	Examinations Officer
Mr John Kerr	(JK)	-	Data Manager

ICT and Business Studies

Ms Nicola Jennings	(NJ)	-	Head of ICT Faculty
Mrs Diane Methley	(DM)	-	Head of Business Studies
Mrs Jodie Jones	(JEJ)	-	Head of Law
Mr Ian Taylor	(IGT)	-	ICT
Mr Daniel Taylor	(DT)	-	ICT

Careers

Mr Phil White	-	Oversight
Mrs Helen Gulliford	-	Work Experience Co-ordinator
Ms Trudy Harvey	-	Connexions Advisor

English

Mr Duncan Powell	(DJP)	-	Head of English Faculty
Mrs Lynne Davey	(LD)	-	Head of KS5 English
Ms Elizabeth Twohigg	(ET)	-	Head of KS3 English
Mr Darian Nelson	(DN)	-	Media Studies

Mrs Lorraine Beasley	(LAB) -	English
Mrs Vanessa Reed	(VAR) -	Head of Media Studies
Ms Lynda Bevan	(LMB) -	English
Mr Nick Harrison	(NH) -	English
Miss Rachel Fenn	(RF) -	English
Ms Fran Bryden	(FB) -	English
Dr Ian Moody	(IM) -	Head of Psychology
Ms Rebecca Hazlewood	(RH) -	p/t Psychology

Humanities

Mr John Whitehead	(JWH) -	Head of Humanities
Ms Kim Skeplorn	(KS) -	Head of Geography
Ms Julia Williams	(JW) -	Head of Philosophy and Beliefs
Ms Catherine Trueman	(CLT) -	International Baccalaureate Co-ordinator
Mrs Suzanne Brown	(SBr) -	Geography/History
Miss Kate Oliff	(KEO) -	Geography
Mrs Sue Sayers	(SS) -	History
Mrs Mary Read	(MR) -	Philosophy and Beliefs
Ms Jo Watling	(EJW) -	Head of Sociology
Mrs Tanya Laurenson	(TAL) -	Philosophy and Beliefs
Mrs Sheenagh Mathias	(SM) -	History
Mrs Miriam Lawrence	(ML) -	Philosophy and Beliefs

Mathematics

Miss Louise Bateman	(LPB) -	Head of Mathematics
Mr Christopher Bent	(CRB) -	2 i/c Mathematics, KS5 Maths
Mrs Julia Cleveland	(JRC) -	Mathematics
Miss Sally Flintham	(SF) -	Mathematics
Ms Sue Budworth	(SB) -	Mathematics
Mrs Ruth Burden	(RCB) -	p/t Mathematics
Mr Robert Holbrook	(RWH) -	Head of KS3 Mathematics
Miss Helen Clash	(HAC) -	Mathematics

Modern Foreign Languages

Ms Cathy Shail	(CS) -	Head of MFL Faculty
Mrs Jackie Lister	(JAL) -	2 i/c MFL
Mrs Elizabeth Cordero	(LC) -	Head of KS3
Mrs Catherine Herbert	(CJH) -	French
Ms Isobel Ross	(IR) -	French/Spanish
Mr Edward Hudson	(EH) -	French/Spanish

Science

Miss Sarah Bravington	(SLB) -	Head of Science Faculty
Mrs Dana Buchan	(LB) -	Head of Biology
Ms Anna Fishlock	(AF) -	Head of Physics
Mrs Emma Whatley	(EW) -	Head of Chemistry
Mr Martin Somerton	(MDS) -	Head of KS3 Science
Mr Alan Bell	(ASB) -	Science
Mr Philip White	(PW) -	Science
Ms Chloe Savage	(CHS) -	Science
Mr Kris Attwood	(KA) -	Physics/Science
Dr Marjorie Gibbon	(MG) -	p/t Biology
Mr Richard Whale	(RCW) -	p/t Physics

Health and Social Care

Mrs Julie Gaffney	(JG) -	Head of Faculty
Mrs Debbie Barefoot	(DCB) -	Health and Social Care

Mrs Suzanne Brown	(SBr) -	Health ad Social Care	
Mrs Anne Banks	(AKB) -	Health and Social Care	
Ms Rebecca Hazlewood	(RH) -	Child Development	
Mrs Emma Baber	(EB) -	Child Development	
PSHEE			
Mr Phil White	(PW) -	i/c PSHEE and Citizenship Co-ordinator	
Mrs Ann-Marie Clapp	(AMC) -	School Nurse	
PE			
Miss Lisa Erm	(LE) -	Head of PE	
Mrs Jo White	(JMW) -	PE	
Mrs Lynn Young	(LY) -	PE	
Mrs Su Robinson	(SR) -	PE	
Miss Stacey Fletcher	(SFL) -	PE	
Mrs Wendy Goodman	(WG) -	PE/SSCo (maternity cover)	
Mrs Nikki Hodgkinson	(NJH) -	PE/SSCo (maternity leave)	
Learning Support			
Ms Sue Budworth	(SB) -	SENCO	
Teaching Assistants			
Mrs Lesley Hall	(LAH)	Mrs Carolyn Clarke	(CC1)
Mrs Pauline Poole	(PMP)	Mrs Julie Collins	(JC)
Mrs Irene Westaway	(IW)	Mr Richard Davies	(RD)
Miss Verity Chappell	(VC)		
Skill Force			
Vacancy	() -	Team Leader	
Mr Daniel Anderson-Tuffnell	(DAT) -	Instructor	
Mr Alex Laird	-	Instructor	
Ms Natalie Curtis	-	Instructor	
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	
Miss Judith Lloyd	(JLo) -	p/t Textiles, joint Textiles Co-ordinator	
Mrs Anne Banks	(AKB) -	Food and Textiles	
Mrs Janet Lyon	(JLy) -	p/t 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	
Mr Daniel Gallally	(DG) -	Graduate Teacher	
Mr Peter Carne	(PC) -	Technology/Techlink	
Performing Arts			
Mr Gareth Harris	(GH) -	Head of Faculty	
Mr Darian Nelson	(DN) -	Head of Drama	
Ms Charlene Whitemore	(CAW) -	Music	
Mr Mark Bradbury	(MB) -	Music	
Ms Adele Proctor	(AP) -	Drama/Head of Dance	

Support Staff

Ms Jocelyn Nichols	(JN)	Finance and Business Manager
Mrs Deborah Cottle	(DJC)	Examinations Officer
Mr Glen Eames	(GE)	Estate Manager
Mrs Judi Rowe	(JR)	Project Manager, New Build
Mrs Janet Hudson	(JH)	Ptnship Manager, Bath Education Trust
Dr Fiona Terry-Chandler		Cover Support Assistant
Miss Emma Foster		Classroom Supervisor
Mrs Hilary Stubbs	(HJS)	Headteacher's PA
Mrs Verity Stevens	(VS)	Office Manager
Ms Sara Hayman	(SH)	Finance Officer
Mrs Linda Taylor	(LT)	Accounts Assistant
Mrs Melanie Butterfield	(MJB)	Administration
Mrs Annie Fairlie	(AKF)	Office Manager
Mrs Lynda Price	(LDP)	Administration/Admin Assistant KS3
Mrs Rachel Canham	(RC)	Administration
Mrs Susan Long	(SL)	Administration

Support Unit

Henrietta Trevor	(HT)	Support Unit – Pip House
Ruth Hill	(RH)	Support Unit – Pip House

Library

Mrs Gill Atkins	(GA)	Librarian
-----------------	------	-----------

Laboratory Technicians

Mr Richard Bradley	(RMB)	
Mrs Chris Shore	(CJS)	
Mrs Sue Smith	(SAS)	
Mrs Alison Greenslade	(AFG)	

Reprographics

Mr Mike Bryant	(NMB)	Senior Technician
Mrs Christine Hutchison	(CH)	Technician

Information Technology

Mr Roy Williams	(RW)	ICT Manager
Mr Roger Bryant	(REB)	Deputy ICT Manager
Mr Steve Wilkins	(SPW)	Systems Administrator
Mr Tim Hooper	(TH)	Technician

Design Technology

Mr Jonathan Sturgess	(JS)	
----------------------	------	--

Food Technology

Mrs Julie Saunders	(JS)	
Mrs Tina Plumley	(TP)	

Catering

Mrs Amanda Edwards		Catering Assistant
Mrs Tracy Waller		Cook
Ms Georgina Bennett		Catering Assistant
Miss Amy Dowding		Catering Assistant
Mrs Colette Hyden		Catering Assistant
Miss Amanda Bird		Catering Assistant
Mrs Laura Leach		Catering Assistant

Caretakers

Mr Clive Rabbitts
Mr David Easterlow

Mr Paul Dolman (PJD)
Mr Paul Keen (PAK)
Mr Albert Hutchison (AHU)

SMSAs

Mrs Julie Jones (JAJ)
Mrs Gill Taylor (GT)
Mrs Christine Hutchison (CH)
Mrs Lynn Wilce (LHW)
Mrs Karen Dallard

Upper School
Upper School
Lower School (SMSA Lead)
Lower School
Lower School

Housekeepers

Mrs Donna Miller
Mrs Karen Dallard
Mrs Yvonne Toogood
Mr David Osmond
Mrs Julie Jones
Mr Nick Roberts
Mr Jim Morrison

(DAM) Senior Housekeeper
(KD)
(YPT)
(DEO)
(JAJ) Staff Catering Assistant

Mr Paul Keen
Mrs Lynn Wilce
Mrs Christine Hutchison
Mrs Gill Taylor
Ms Claire Robertson
Mr Kevin Baker
Mr Nigel Gillard
Mr Matt Keen
Ms Christine Kilminster
Mr Orlando Teles

(PAK) Senior Housekeeper
(LHW)
(CH)
(GT) Staff Catering Assistant

Hayesfield Girls' School Governing Body

LEA Representatives

Mr Peter Metcalfe (November 2011)

Parent Governors

(Expiry of Term of Office)

Dr Frank Longstreth (December 2009)

(Welfare and Guidance)

Dr Colin McInnes (October 2010)

Mrs Alison Scott (June 2012)

Mrs Karen Clothier (March 2013)

Mr Andrew Imianowski (September 2013)

Mr Mark Whiteley (September 2013)

Foundation Governors

(Expiry of Term of Office)

Dr Peter Walker (May 2012)

Mark Hunnybun (June 2011)

Mrs Susan Le Page (October 2012)

(Technology)

Mr John Ashley (March 2013)

Community

(Expiry of Term of Office)

Mrs Sally Howard (September 2011)

(Curriculum)

Mr Roger Chapman (November 2012)

(Resources)

Chair of Governors

Dr Colin McInnes (October 2010)

Staff Governors

(Expiry of Term of Office)

Ms Erica Draisey, Headteacher

Mrs Debbie Cottle (November 2009)

Miss Sarah Bravington (October 2010)

Mrs Jo White (September 2013)

Headteacher

Ms Erica Draisey

School Improvement Partner

Mr John Beer

Clerk

Ms Janette Outlaw

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 School	Upper Oldfield Park, Bath BA2 3LA	Tel 01225 426151 Fax 01225 427005
Lower School	Brougham Hayes, Bath BA2 3QU	Tel 01225 427545 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	enquiries@hayesfield.bathnes.sch.uk	

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.

It is this philosophy that underpins the range of activities associated with the PTFA.

These include:

Business/Open Meetings

Meetings are held regularly each term. These meetings are a useful forum for parent/teacher dialogues. Parent Governors are often present to discuss issues raised by parents and to review school policies and work of the school, as well as future changes. Issues raised at the meetings are often used to contribute to the School Development Plan.

Educational/Curriculum Evenings

These evenings are held throughout the year. They will generally focus on a particular curriculum area or innovation and will enable teachers and parents/guardians to discuss educational issues as they arise at Hayesfield School.

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.

All parents of students at Hayesfield School are automatically members of the PTFA.

If you are interested in playing an active role within the PTFA, please contact either of the joint Chairs, Simon Bond and Sharon Found, via the school. The PTFA email address is ptfa@hayesfield.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 2009 – 2010

TERM 1		
Start:	Tuesday 1 September 2009	In Service Day 1
	Wednesday 2 September 2009	In Service Day 2
	Thursday 3 September 2009	
	Wednesday 23 September 2009	In Service Day 3
Finish:	Wednesday 21 October 2009	
TERM 2		
Start:	Monday 2 November 2009	
Finish:	Friday 18 December 2009	
TERM 3		
Start:	Monday 4 January 2010	
Finish:	Friday 12 February 2010	In Service Day 4
TERM 4		
Start:	Monday 22 February 2010	
Finish:	Thursday 1 April 2010	
TERM 5		
Start:	Monday 19 April 2010	In Service Day 5
Finish:	Friday 28 May 2010	
TERM 6		
Start:	Monday 7 June 2010	
Finish:	Friday 23 July 2010	

Public Holidays:

31 August 2009 - August Bank Holiday
 25 December 2009 - Christmas Day
 26 December 2009 - Boxing Day
 01 January 2010 - New Year's Day
 02 April 2010 - Good Friday
 05 April 2010 - Easter Monday
 03 May 2010 - May Day Bank Holiday
 31 May 2010 - Spring Bank Holiday

Taking Holidays during School Time

We are very proud of our excellent record of attendance with over 95% of our students attending 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

As you will be aware, the Governors have changed the school uniform for students in Year 7. Girls in all other years are welcome to purchase the new sweater and shirt. The new sweater is available from Scholars, Terrace Walk, Bath

Blazer	-	Black with purple trim available from Scholars Compulsory from September 2010
Skirt or trousers	-	Skirt: black, restricted to length 7cm below knee or 5cm above - Trousers: Girls may wear black uniform trousers – as provided by Scholars. School uniform trousers should be full length, black, max of 2 hip pockets, with no turn-ups, and suitable to tuck a blouse into, a bottom leg width of 40cm maximum. Black jeans, leggings, sports wear, flares or hipsters are not acceptable
Blouse	-	Open neck, with reverse collar, in plain white with collar and buttons
Sweater	-	Hayesfield version with logo, available from Scholars
Socks	-	White/grey/black ankle or $\frac{3}{4}$ length
Tights	-	Black/opaque
Shoes	-	Plain black – not trainers or boots
Coat/Mac/Jacket/Anorak	-	Black or dark colour
Games Blouse	-	Burgundy blouse with Hayesfield logo, available from Scholars
Games shorts	-	Black, available from Scholars
Hockey socks	-	Black/Burgundy, available from Scholars
Trainers	-	Any colour
Track Pants	-	Black with Hayesfield logo, available from Scholars
Shin Pads and Gum Shields	-	Recommended
Drawing/writing	-	Pencils/pens/rubber/ruler
Equipment	-	Maths equipment, Calculator, Colouring pencils

Optional items:

Football boots	-	Needed by team players
Games skirt	-	Black
Jewellery	-	One plain ring. One necklace or locket may be worn inside blouse. If ears are pierced, one small ring or stud may be worn in each ear. Facial piercing is not permitted.

DESTINATIONS

Year 11	Apprenticeship/ Employment	Further Education/ College	Hayesfield Sixth Form	Employment	Other Sixth Forms
	3 (1/5%)	67 (35%)	98 (51%)	1 (0.5%)	23 (12%)
Year 13	University	Further Education including Art Foundation	Employment	Gap Year	Other
	54(49.5%)	16(15%)	10(9%)	29(26.5%)	-

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	Scarisbrick-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