



Prospectus 2023-24

INTRODUCTION

Thank you for the interest you have shown in Bridgewater High School. The purpose of this prospectus is to provide you with a range of information about the school. It is divided into three sections. Section One outlines our commitment to all students who attend Bridgewater High School. Section Two provides answers to our most frequently asked questions and includes information on term dates and our policy for school uniform. Section Three gives details of our most recent examination results.

We are a large, split site school and our Leadership structure reflects this. Therefore, I act as Principal across both the Lower and Upper School. Meanwhile Mrs Hatton is the Headteacher who leads both Lower and Upper Schools.

I hope you find this information useful and if you require any further advice please do not hesitate to contact us.

Keiron Powell

**Principal
BA Hons, QTS**

SECTION ONE

OUR COMMITMENT

All Bridgewater students merit an education that broadens their experience and prepares them for the challenges of an increasingly competitive world. As part of this, Bridgewater students will need the best possible qualifications available to them. Many of our students come from outstanding primaries where they have already shown high levels of achievement and it is for us to build on this progress and ensure that at the end of KS4 they reach their full academic potential. This will only happen where academic rigour is balanced with outstanding care and guidance in the context of an enriched educational experience. We believe we offer this and can provide all students with the opportunity to thrive.





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STANDARDS AND ACHIEVEMENT

Students come to school to learn and we seek to build on their desire to learn. We have high expectations of what students can achieve and set demanding targets based on what we know of each child. Progress is closely monitored against these targets on a termly basis and we are confident that we know how best to track students and where necessary intervene. However, we not only expect the best from students, we also expect the best from ourselves as we too set ourselves challenging targets. This commitment to high educational standards coupled with the pride of seeing students succeed, defines our approach to academic achievement.

AN OUTSTANDING CURRICULUM

When we were last inspected by Ofsted, they commented that our curriculum was outstanding. Since then, Ofsted have introduced a new framework to judge the quality of the curriculum and our aspiration is to be judged as outstanding under this framework as well. We believe our curriculum is ambitious and challenging. However, we also believe that we have a judicious blend of the traditional and the innovative to create a vibrant and engaging curriculum that provides the opportunity for students to succeed on pathways most appropriate to their abilities and aptitudes.

QUALITY CARE AND GUIDANCE

Students thrive when they are confident but also when they know when and where to seek advice. We offer a full range of guidance and support that can be tailored to individual needs. This includes committed tutors, Heads of Year and Assistant Heads of Year, Pastoral Support staff, a Designated Safeguarding Officer and a Designated Mental Health Lead all of whom have a vast range of experience. These colleagues are familiar with meeting the diverse needs of students as they navigate their way through the school experience.

We feel, therefore, that we can provide the care and guidance to help students tackle with confidence the challenges of adolescence and school life. In doing so, we also believe they will acquire the resilience and resourcefulness to go on and become highly successful individuals. The school is also fully committed to its Safeguarding responsibilities. We have two Designated Safeguarding Leads and a full time non-teaching Safeguarding Officer.



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EXCELLENCE AND ENRICHMENT

Many students arriving at Bridgewater are already successful, having enjoyed a hugely rewarding primary school experience. Our goal is to build on this success and provide the best possible opportunities for enrichment that we can, as we believe strongly in the wider education of the whole child.

Such is our commitment that we have a well-established formal Enrichment Curriculum with activities on every night of the week. Most are led by teachers, some are provided by Broomfields Leisure Centre and others are delivered by outside coaches and providers. This means that throughout the week, there are over twenty-five clubs and activities available to students. Examples of these activities can be found on page 13 and on our school website.

Furthermore, we have a long-established tradition of encouraging the Performing Arts which stems from the time we were designated as a Performing Arts School. This means that we are well placed to offer some of the best performance opportunities available, ones which our students seize with zeal. In the same way, sport plays a prominent role in school life and our success in this area testifies to the skills, abilities and commitment many of our students have. We run a full range of teams across all year groups where we enjoy significant success at local, county and national levels.

However, whilst we are keen to encourage elite performance, we also promote equality of participation as we seek to provide a range of opportunities that are available to all students whatever their particular interest and talents. For example, this can lead to students working on our eco garden project, or participating in one of our regular exchanges to Germany or America.

Another aspect of school life we promote is "learning outside the classroom" and you will not find a better example of our desire to promote this than our commitment to the Duke of Edinburgh's Award through which we run an extensive Bronze, Silver and Gold programme.

Finally, being part of the Challenge Academy Trust (TCAT) means that we can bring students together to work collaboratively from across the member schools. Highlights from recent years include a STEM (Science, Technology Engineering and Maths) Challenge in conjunction with United Utilities, joint music performances and the establishing of a TCAT Youth Parliament. Our partnership with Oxford University is also going from strength to strength.





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THE CHALLENGE ACADEMY TRUST (TCAT)

Bridgewater High School is a founder member of the Challenge Academy Trust which was formed in June 2017. TCAT is currently made up from the following institutions: Bridgewater High School, Priestley College, Beamont Collegiate Academy, Sir Thomas Boteler Church of England High School, Penketh High School, Padgate Academy, Great Sankey Primary School, Penketh South Primary School, Broomfields Junior School and Meadowside Primary School. A multi-academy trust (MAT) is where a group of schools is governed through a single set of members and trustees. As a charitable company TCAT is required to agree and abide by memorandum and articles of association based on a model prepared by the Department for Education. These are legal documents that set out the governance composition and procedures for the trust.

As an academy trust, TCAT is required to have at least two groups of people to govern the trust (members and trustees). TCAT also has a Senior Executive Leader called the Chief Executive Officer (CEO) who oversees the Central Executive Team (CET). The signatories to the memorandum are the first members of the trust. They act as the guardians of the governance of the trust. They are responsible for agreeing the trust's articles of association and approving any future changes. The members monitor the work of the trust (including through reviewing its yearly audited accounts and annual report).

The Board of Trustees (Trust Board)

The Trust Board is the accountable body of the trust, and is responsible for the conduct and standards of all the schools and college within it. The board must fulfil the following three core governance functions, as described in the Governance Handbook:

- Ensure clarity of vision, ethos and strategic direction.
- Hold the CEO to account for the educational performance of the schools and college, their students, and the performance management of staff.
- Oversee the financial performance of the trust and make sure its money is well spent.

Local Governing Bodies

As a founder institution we also have a Local Governing Body. Under the agreed Memorandum of Understanding the presumption is that we are delegated power according to the principles of "earned autonomy". It is agreed that the powers delegated to our Local Governing Body or the makeup of our Local Governing Body may not be varied without our consent unless the following occurs:

- an Ofsted inspection or data suggests that intervention is appropriate;
- the Trustees have serious concerns about the finances of the academy;
- the Trustees have serious concerns about the governance of an academy;
- it is necessary to take action because of safeguarding concerns;
- the academy has breached the terms of its funding agreement





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SECTION TWO

How is pastoral care and guidance organised?

Each year group is split into two halves called Stockton and Appleton. There are five tutors for each half of the year group. The work of the tutors is managed by a Head of Year and is supported by an Assistant Head of Year and a non-teaching Pastoral Assistant. This pastoral support is further enhanced by Assistant Headteachers who coordinate pastoral work and the Personal Development Curriculum across each Key Stage. In addition, we have a number of colleagues in school who can provide more specific student support such as a Mental Health Lead, and a Safeguarding Officer. All Pastoral Staff are committed to ensuring the Safety and Welfare of all students. They ensure that school Safeguarding Policies are adhered to.

Bridgewater is committed to meeting the needs of all students. The school has a 25 place Designated Provision for students with ASC (Autistic Spectrum Conditions). These students are admitted via the Local Authority and not through the school's own admission cycle. In addition, the school has a large Education Support Team and vast experience in meeting the needs of students with cognition and learning, social and emotional difficulties, physical difficulties and communication difficulties. The Upper and Lower School are fully accessible for all students.

How is the curriculum organised?

The curriculum is organised into Faculties. The Faculties are: English, Maths, Science, History & RS, ICT & Computing, Geography with PSHE, Expressive and Performing Arts, Modern Foreign Languages, Technology, P.E. and SEND. There is a Head of Faculty for each of these who is then supported by colleagues who act in a range of roles such as Head of Department or Key Stage Co-ordinator. These colleagues also meet regularly to review progress.

The school day is made up of five periods and Enrichment activities take place after school on most days. Because we believe that education should also develop the whole child, there are an extra two periods each week when we deliver our Personal Development Curriculum. This programme incorporates PSHE and ensures that pupils are familiar with and accepting of British Values. The overarching aims of the Personal Development Curriculum are encompassed in our 'Sense of Curriculum' which sets out to ensure that our pupils develop:

- resilience, responsibility and respect
- an understanding of the Modern World
- aspirations
- a sense of Health, Wellbeing and Personal Safety.



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What subjects are studied at KS3?

We follow the National Curriculum and organise our teaching through the following subjects: English, Maths, Science, History, ICT & Computing, Geography, RS, French, Religious Studies, Art, Dance, Drama, Music, PE, Design and Technology and Food Technology. A number of able linguists study German from Year 7. The SEND Faculty provides a range of support which can be in-class or in the Teaching and Learning Centre. Personal Learning and Thinking Skills are also taught within each subject and we also have alternative curriculum days to support Personal Social and Health Education (PSHE) as well as Careers Education, Information and Guidance.

How are students rewarded?

All students are given a lesson score for each lesson that they attend. Students start with a score of two and can increase to a one for outstanding effort or contribution. Students achieving ones in their lesson will receive regular and routine rewards. In addition to this, students are rewarded through a range of experiences including trips out as they progress through school. Each year the school hosts a prestigious Awards Evening to recognise the achievements of many students who have stood out for achievement and improvement throughout the year.

What subjects are studied at KS4?

At KS4 the following subjects are currently compulsory: English, Maths, Science, Physical Education, Religious Studies and PSHE. Going forward it is the aspiration of the Department of Education that over time the vast majority of students study a foreign language and this is something we are in the process of developing. In addition, students can choose other subjects through our extensive Options programme. This also provides some students with the opportunity to follow more vocational courses. The majority of subjects lead to GCSE qualifications or their equivalent. Extensive guidance is given in Year 9 to ensure that students make appropriate choices. This includes an Open Evening to which all parents and carers are invited.

How are students put into sets?

From Year 7 onwards, students are taught in tutor groups, sets or mixed ability classes depending on the subject. Where they are taught in ability sets, these sets are based on teaching assessment, internal tests and prior attainment data. The structure of the sets in individual subjects can vary and each year a letter is sent out giving information about this.



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How is homework organised?

Homework is regularly set online through 'Satchel One' The purpose of this homework is to build on what is taught in lessons as well as promoting more independent learning (see page 8).

How is student progress monitored?

Based on prior attainment and our own initial observations of pupils, Lower School students are given Advanced, Intermediate or Foundation targets for each subject. Students complete core tasks throughout the year which are assessed according to whether they are developing, securing, mastering or exceeding in the specific skills or knowledge demanded of each task, as appropriate to their target. This information is reported home twice a year. Based on the assessment outcomes, we are able to intervene and support students as appropriate. KS4 students are issued with specific GCSE target grades based on prior achievement. We assess progress according to whether students are above, on or below target. This information is reported home twice a year. Intervention is provided for those who are working below target but is available to any student wishing to revise aspects of the curriculum.

How is behaviour managed?

The behaviour of many students is a credit to them and we seek to recognise this through the lesson score system and the routine completion of the Interim. We work hard to promote positive behaviour within school and our local community. However, we also take any breaches of discipline very seriously and there are a number of sanctions available to us. The school has a daily detention for low level poor behaviour in the classroom and Faculty Intervention weekly for poor work rate and effort. For more serious breaches of discipline, the school will make use of supervised Isolation and where deemed necessary, Exclusion in line with the school's Exclusion Policy

What is the policy on attendance?

The school has a statutory responsibility to record and monitor the attendance of all students. All absences should be notified by phone on the first day followed by a written note from a parent or carer on return to school. If students need to attend appointments outside school for medical or other reasons, they must bring a note to the school office and sign out of school at the appropriate time.

The school's expectation of attendance is that above 97% is classed as Good attendance. Students whose attendance falls below 90% are, in line with DfE guidelines, classed as PA (Persistent Absentee). The school will work with those students and their families to raise this level of attendance.



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Absence from school without permission is recorded as unauthorised on a student's record. In cases of prolonged or frequent absence, a medical certificate may be required and reference made to the Education Welfare Service.

Finally, in line with other Warrington schools we also do not authorise absence for holidays during term time other than in exceptional circumstances for which written permission from the Headteacher must always be sought.

Communicating with the school in the digital age

If you wish to contact the school by phone regarding any concerns, details will be taken by reception and passed on to the relevant member of staff. You may choose to email the relevant member of staff you need or, for general queries, enquiries@bridgewaterhigh.com. We pride ourselves on being as paperless as possible at Bridgewater High School which includes the use of the following electronic systems:

Satchel One (Show My Homework)



Accessed by both an app and a website, SMHW (officially now known as Satchel One) allows parents and students to see exactly which homeworks have been set for them by which teachers. Details are included regarding exactly what the homework involves (plus any necessary links, attachments, etc.), how long it should take, and when it is due in. Students can then simply tick the homework off to remove it from their "To Do" list.

The Bridgewater High App

Our Bridgewater High app not only provides information and links which can be accessed very quickly, but also allows "push notifications". These enable important messages to be instantly transmitted as an alert to your phone.



Our Website/Twitter Feed



The Bridgewater website's front page is kept up to date with both news stories and information about forthcoming events. These stories are also duplicated as tweets for those wishing to follow us on Twitter. By accessing the dropdown menus on the website, all of the information you should hope to discover about Bridgewater High can be retrieved. Twitter also features various other subject areas' specialist feeds.

Office 365

All of our students now have Office 365 accounts. This means that not only does this provide them with their own school email address but they are entitled to access Microsoft Office applications online (such as Word, PowerPoint or Teams) and can also download the Office package to multiple computers for free.



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What is the policy on uniform?

There is clear guidance on what constitutes our school uniform which is endorsed and supported by the Governing Body. Non-compulsory items can be purchased from:

www.bubbleembroidery.co.uk/shop/bridgewater-high-school-home.

Please make sure that if uniform is bought from other retailers it complies with this guidance.

SCHOOL UNIFORM		P.E. KIT	
ITEM	COLOUR	ITEM	COLOUR
SHIRT or BLOUSE	Plain white	PE SHIRT	Bridgewater PE Shirt (Reversible)
TROUSERS or SCHOOL SKIRT	Plain mid-grey. Trousers should be straight leg not skinny fit. Plain, mid-grey with school badge. Skirts should be knee length and not rolled over at the top.	PE POLO SHIRT	Bridgewater PE Polo Shirt (Unisex Cut or Ladies Cut)
JUMPER or CARDIGAN	Navy v-neck	PE SKORT	Bridgewater PE Skort
BLAZER	Navy with school badge	PE SOCKS	Bridgewater PE Socks or plain navy socks
SOCKS	Plain navy, grey or black. Socks MUST be knee length when worn with a skirt	FOOTBALL BOOTS	Moulded studs for use on 4G playing surface
TIGHTS	Navy/black/opaque/flesh coloured	TRAINERS	
SCHOOL TIE	The appropriate year band tie		
SHOES	Black		

				
PE Shirt (Reversible)	PE Shorts	Polo Shirt (unisex or ladies cut)	Skort	PE Socks or plain navy socks can be worn

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NOTES

- It is very important that pupils wear suitable shoes with heels of a sensible height. Boots or trainers are not permitted for general school wear and trainers should not be worn to and from school.
- Shoes must be plain black (no coloured logos, flashes) and flat heeled.
- Socks must be knee length when worn with a skirt and not worn over the knee or mid-thigh.
- Hoodies, track suit tops and sweatshirts are not regarded as top coats. All other top coats, whatever their colour, will be regarded as suitable unless conspicuously extreme, e.g. slogans etc.
- Jewellery – one plain signet ring and one pair of plain stud earrings may be worn. Facial piercing such as nose, eyebrow, lip and tongue are not allowed.
- Make-up should not be worn.
- Acrylic nails nor coloured nail varnish are NOT allowed.
- Hairstyles should not be extreme in style or colour.

Bridgewater High School is sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as school safety or discipline.

Please ensure that all clothing is properly marked preferably with sewn-in labels or indelible marker. Parents are asked to note that the school does not accept responsibility for loss of, or damage to, personal property whilst on or off the school premises.

DANCE (shown below)

Pupils can opt to wear their PE kit for Dance activities however it is worth noting that PE and Dance maybe, in some cases, timetabled for the same day. Please also bear in mind that on some occasions, pupils will get wet and muddy in PE lessons and thus having a spare change of clothing for dance activities is advisable.

We would therefore encourage pupils to purchase the PE Technical T-Shirt (Boys/Girls), the PE Skinny pants (Boys/Girls) or the Female leggings which can all be used additionally for PE activities and especially in inclement weather.

*Available from www.bubblembroidery.co.uk/shop/bridgewater-high-school-home

		
PE Technical T-Shirt	PE Skinny Pants	PE Leggings or plain navy leggings can be worn

Note

KS3 Dance: Students are permitted to wear clean (not muddy) trainers for dance lessons

KS4 Dance: Students need to dance in bare feet, foot thongs OR grippy socks for BTEC dance. These can be purchased in many places online or from Decathlon.



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How are medical issues managed?

It is the responsibility of parents to inform the school of medical conditions at the point of transfer or when they arise.

We will work closely with parents and carers to ensure appropriate steps are taken.

We have a number of staff trained as First Aiders and keep up to date records of medical matters. If necessary we will also carry out Risk Assessments on individual cases. Relevant staff are kept informed about these issues.

Where students develop medical needs resulting from, for example, fracture injuries which may impede their mobility around site we ask that the school is contacted in advance so appropriate arrangements can be made.

Students who are ill during the school day are sent to the school office and, after consultation with their Heads of Year or Pastoral Assistants may either be returned to lessons or sent home, following contact with parents.

What access arrangements are there?

The school provides access arrangements on both sites that comply with recent legislation. Students in need of these receive careful guidance and support and parents and carers will be invited to be part of this. We request that visitors to the school who require any access arrangements contact us in advance so appropriate procedures can be put in place.

What is the admissions process?

The Local Authority manages the transition from primary school to secondary school and then also manages any in year admissions. As a parent or carer of a Year 6 student, the Admissions team at Warrington will contact you providing guidance about the admissions process. Alternatively, they can be contacted on the following number: 01925 446226

Warrington also provide "A Guide to parents" which details the criteria for admission to secondary school which can be found at on their website <https://www.warrington.gov.uk/admissions>



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What are the term dates?

	HALF TERM/TERM ENDS	STAFF TRAINING DAYS	HALF TERM/TERM BEGINS
AUTUMN 2023		Monday 4th September 2023	Tuesday 5th September 2023
AUTUMN HALF TERM 2023	Friday 27th October 2023		Monday 6th November 2023
		Friday 17th November 2023	
CHRISTMAS 2023	Friday 22nd December 2023		Monday 8th January 2024
SPRING HALF TERM 2024	Friday 9th February 2024		Monday 19th February 2024
EASTER 2024	Thursday 28th March 2024		Monday 15th April 2024
SPRING BANK HOLIDAY	Friday 3rd May 2024		Tuesday 7th May 2024
SUMMER HALF TERM 2024	Friday 24th May 2024		Monday 3rd June 2024
		Friday 28th June 2024	
SUMMER 2024	Friday 19th July 2024		

**plus two twilight Training Days*

Travel to school

Students make their way to school in a variety of ways. We encourage students to cycle and manage this through a permit scheme. There are also some buses that operate either exclusively for the school or as general public services. Some parents may choose to drop off students by car. If this is the case, we would respectfully ask that the areas around Beechways, Pineways and Hall Drive are avoided as these areas can become unduly congested particularly for local residents. We advise that the best place to drop off is on London Road. If a student requires any more specific access arrangements contact should be made in advance with the school. Because of the congested nature of both sites, we are not able to allow students to be dropped off in the school's car park.



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What do students do with valuables?

We recognise that students increasingly carry with them a range of valuable items. Students have access to secure lockers where we recommend all valuables are stored at the start of the day. The school cannot accept responsibility for loss of, or damage to, personal property whilst on or off the school premises.

An annual review of school security is conducted by the Business Manager and reported to the Governors' Site Management Committee. The school is wholly committed to safeguarding children and to this end security is routinely reviewed.

How do I find out about trips and extra-curricular activities?

We offer a range of extra-curricular opportunities through our Enrichment Curriculum, including exchange visits to Germany and Martha's Vineyard, residential visits to The Conway Centre on Anglesey and ski trips abroad. Various Arts and Sports trips have gone to Spain, Italy, France, Poland and the rest of Europe.

Extra-curricular clubs are organised at various times throughout the year and include Art, Dance, Drama, Music, Performing Arts, Singing, Coding, Computing, Chess Club, Debating, Astronomy, Photography, Languages, Love to Bake, Love to Make and STEM. Sporting activities offered include Athletics, Basketball, Cricket, Cross-Country, Football, Netball, Orienteering, Rounders, Rugby League, Rugby Union, Table-Tennis, Tennis, Yoga and Junior Weights. In the past few years we have had unprecedented success in a wide range of regional and national competitions in a wide variety of sporting and additional activities.

At Lower School we host a Cricket Centre of Excellence and at Upper School, fully utilise our AstroTurf floodlit tennis courts. We are also able to benefit from a new 4G Astro-turf Pitch which has been installed at Broomfield's Leisure Centre. This new facility is an exceptional sporting addition to the school and the Local Community and one which will benefit our students greatly. Professional coaches are used to extend and enhance sports provision at the school and we have strong links with the Warrington Wolves Foundation and many of our local Community clubs. We also support the Duke of Edinburgh scheme.

Peripatetic music lessons are available for all students in a range of instruments including drums, piano keyboard, flute, guitar, saxophone, strings, clarinet, voice and brass.

What are the catering arrangements?

A cashless cafeteria system, run by Catering Academy, operates on both sites and students may also bring their own packed lunches. Enquiries regarding free school meals may be made to the Children's Services Directorate, New Town House, Buttermarket Street, Warrington WA1 2NJ Tel: 01925 444400. Parents whose children are entitled to free school meals are assured that applications are dealt with sensitively and confidentially.



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SECTION THREE

Key GCSE Statistics 2021

Please note these were Teacher Assessed Grades as no exams were sat because of Covid-19.

80% of our students achieved 4+ passes in **English and Maths**

In English Language, **88%** of students gained a 9-4 (A*-C equivalent) grade.

(2019 National average = **62%**)

In Maths, **83%** of students gained a 9-4 (A*-C equivalent) grade

(2019 National average = **60%**)

In Separate Sciences, **94%** of students gained a 9-4 (A*-C equivalent) grade

35% of all GCSE exams entered resulted in a 9 to 7 (A*-A equivalent) grade

In Maths, English Language & Literature, Biology, Chemistry, Physics, French, German, History, Dance, Design Technology, Performing Arts Geography, Art, Drama, PE, RS & Performing Arts at least **80%** of students entered gained a 9 to 4 (A*-C) grade

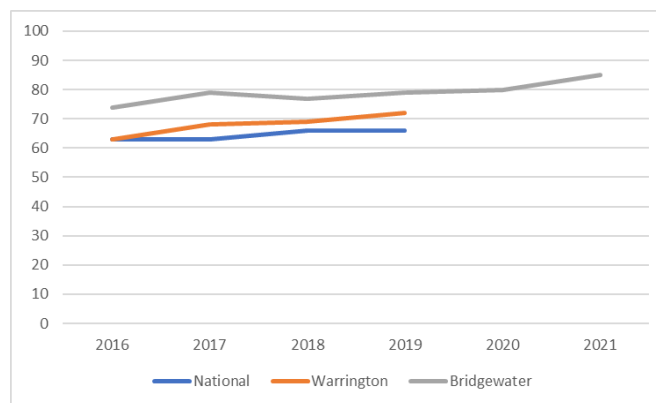


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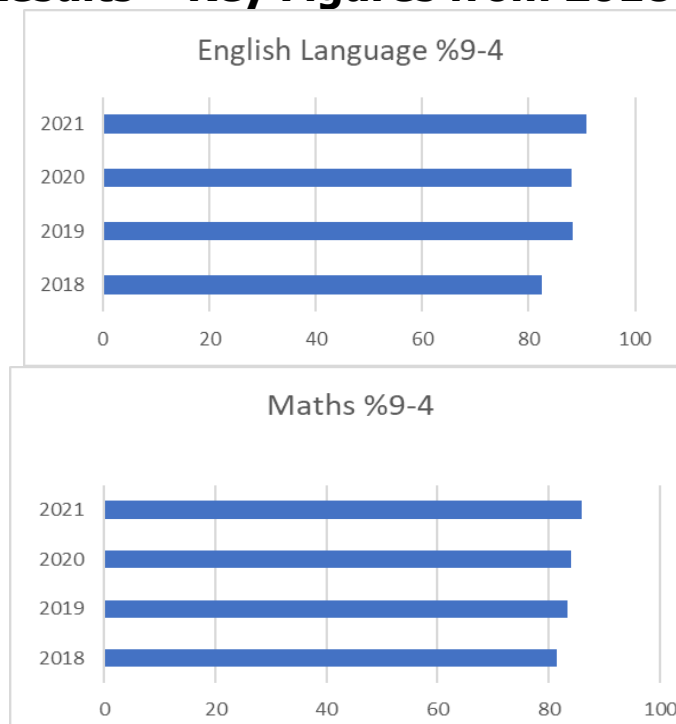
GCSE Results 2021 – %9-4 including English and Maths

	2016	2017	2018	2019	2020	2021
National	63	63	66	66	CAGs*	TAGs**
Warrington	63	68	69	72	CAGs	TAGs
Bridgewater	74	79	77	79	80	85

*CAGS Centre Assessment Grades **TAGS Teacher Assessment Grades



GCSE Results – Key Figures from 2018 to 2021





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GCSE & Vocational Results Summary 2021

GCSE	9	8	7	6	5	4	3	2	1	U	X	entries	%9-7	%9-5	%9-4	%pass
Art	3	11	11	19	13	5	3	1			2	66	38	86	94	100
Biology	20	24	27	29	26	10	5	2				143	50	88	95	100
Business Studies	3	8	10	15	17	15	18	5	3			94	22	56	72	100
Chemistry	20	20	28	28	22	16	9					143	48	83	94	100
Computer Science	5	6	6	6	10	10	9	8	2			62	27	53	69	100
Dance GCSE				3		1						4	0	75	100	100
Design Tech	6	5	8	10	10	8	5	2	2			56	34	70	84	100
Drama	3	5	4	8	7	3	3	1				34	35	79	88	100
English Language	14	23	56	76	51	51	28	4	5			308	30	71	88	100
English Literature	16	27	44	69	62	41	25	10	7			301	29	72	86	100
Food Technology	2	7	6	11	9	7	8	3				53	28	66	79	100
French	5	7	11	9	7	5	4			1		49	47	80	90	98
Geography	13	21	27	34	22	18	14	7	2	1		159	38	74	85	99
German	1	2	6	7	6	4	3					29	31	76	90	100
History	17	28	29	31	29	20	16	2				172	43	78	90	100
Maths	19	32	41	39	61	66	33	10	5	1		307	30	63	84	100
Music	1	3	4	6	5	4	5	1		1		30	27	63	77	97
PE	6	9	10	15	15	9	7	1				72	35	76	89	100
Physics	21	19	26	28	27	14	8					143	46	85	94	100
Religious Studies	6	6	8	9	7	6	7	2				51	39	71	82	100
Art (Textiles)			2	2	4	4						12	17	67	100	100
TOTAL	181	263	364	454	410	317	210	59	26	4	2	2288	35	73	87	100

Vocational	D*2	D2	M2	P2	D1	M1	P1	total	%level 1+ pass	% level 2 pass
Child Development	0	1	3	1	4	4	2	15	100	33
ICT	2	2	7	16	4	2	3	36	100	75

GCSE Short Course	9	8	7	6	5	4	3	2	1	U	total	%9-7	%9-5	%9-4	%pass
Religious Studies	16	26	26	25	22	9	8	0	0	0	132	52	87	94	100

Entry Level	Level 2
Numeracy	1