



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 pupils 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.

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

Tim Long

Principal, BA (Oxon), MA Ed, PGCE, NPQH

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.



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, Ofsted commented that "The curriculum is outstanding". The report identified how the curriculum "includes a wide range of strategies at Key Stage 4 to promote high levels of achievement for the most able". Since then we have continued to develop our curriculum to meet the needs of all pupils which Ofsted described as providing "very well-tailored support". We believe 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, year team managers, year co-ordinators, learning mentors 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 fully committed to its Safeguarding responsibilities including Child Protection and has four designated Child Protection Officers.



EXCELLENCE AND ENRICHMENT

Many students arriving at Bridgewater are already successful, having enjoyed a hugely rewarding primary 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 now introduced a 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 on Tuesday, Wednesday and Thursday nights in particular there are over twenty five clubs and activities available to pupils. Details of these can be found on our web site (<http://bridgewaterhigh.org/>) which can be accessed by following the link on our existing homepage.

Furthermore, our previous designation as being a Specialist Arts school means that we are well placed to offer some of the best performance opportunities available anywhere, ones which our students seize with zeal. The benefits of also having been designated a High Performing Specialist School mean that we have enjoyed the benefits of additional specialisms in Science and Maths. This has given us the opportunity to focus on providing a significantly enriched and varied curriculum in these areas that provides a platform for outstanding student achievement. 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.

Finally, you will not find a better example of our desire to promote the wider education of the child than our commitment to the Duke of Edinburgh's Award. We run an extensive Bronze, Silver and Gold programme and are proud to report that we have been awarded our own Operating License for The Duke of Edinburgh's Award and we also have the prestigious AALA license (Adventure Activities Licensing Authority) which allows us to extend our Outdoor Education programme even further.



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 and Great Sankey 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 pupils and 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



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 Pastoral and Achievement Leader (PAL) and a Pastoral and Achievement Manager (PAM) who has overall responsibility for pastoral matters in each year group. This pastoral support is further enhanced by Assistant Headteachers who coordinate pastoral work across each Key Stage. In addition we have a number of colleagues in school who can provide more specific student support. Pastoral Staff are committed to ensuring the Safety and Welfare of all pupils. They ensure that School Safeguarding Policies are adhered to.

How is the curriculum organised?

The curriculum is organised into Faculties. The Faculties are: English, Maths, Science, History & RS, ICT & Computing, Geography with PSHE & Sociology, Expressive and Performing Arts, Modern Foreign Languages, Technology, P.E and SEN. 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.

Each day has five one hour lessons with a fifteen minute tutorial time at the end of each day. The timetable is spread over two weeks although many of the lessons occur at the same time each week. Fortnightly we also timetable a single tutor period that explores issues relating to Personal, Social and Health Education (PSHE).

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 SEN Faculty provides a range of support which can be in-class or in the Teaching and Learning Centre. In addition in Year 7 we offer Route 67 which is a course aimed to bridge the transition from primary to secondary for some of our students. Citizenship is also taught mainly through Religious Studies and History although this is supplemented by some cross-curricular days. 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 Information and Guidance.

Generally students embark on GCSE courses when they enter Year 10. However, several core subjects now prepare for GCSE from Year 9 such as the Sciences.



The Key Stage S for Success Award

All students moving through Key Stage Three gain Positive Points under the umbrella of 'S for Success'. The Points are linked to the 5 areas as shown below. Students and staff are aware that in each of these areas pupils will gain Positive Points. Throughout the year there will be routine rewards in recognition of the points gained either overall or for each of the themes. The nature of the rewards vary from pin badges to certificates and letters home to early lunches, in-house treats and to the bigger rewards of trips and experiences out of school.

Showcase	• I can present my best work to others.
Stickability	• I work hard and I don't stop until I finish tasks.
Selfie	• I find things out for myself and complete tasks alone.
Self-esteem	• I treat others as I want to be treated.
Standards	• I show high standards of uniform, presentation and work.

What subjects are studied at KS4?

At KS4 the following subjects are compulsory: English, Maths, Science, Physical Education, Religious Studies and PSHE. 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 including some off-site learning opportunities. The majority of subjects lead to GCSE qualifications or their equivalent. There are further opportunities for accelerated learning with some students being able to following courses leading to AS level qualifications. Extensive guidance is given in Year 9 to ensure that pupils make appropriate choices. This includes on Open Evening to which all parents and carers are invited.



What are the school's examination results?

For several years our performance in external examinations has been judged to be very strong and a more detailed analysis can be found in the Section Three of this prospectus.

How are students put into sets?

In Year 7 students are taught in either sets or tutor groups. From Year 8 onwards most students are taught in ability sets 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.

How is homework organised?

Homework is regularly set online through showmyhomework.co.uk. 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?

Pupils are set subject targets and progress is then monitored against these targets through Interim Assessments and a sophisticated tracking system. An Interim Assessment is sent home each term. In addition pupils receive a further report at the end of the academic year. Based on the Interims we are able to intervene and support students where necessary to ensure that they remain on target.

How is behaviour managed?

The behaviour of many students is a credit to them and we seek to recognise this through "positive points", letters, badges and trips. In addition, we work hard to promote positive behaviour within our local community. However, we also take any breaches of discipline very seriously and there are a number of sanctions available to us.



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. Email contacts can be found on the website if preferred and of course letters can also be sent in. However, we pride ourselves on being as paperless as possible at Bridgewater High School which now includes the use of the following electronic systems:

Show My Homework



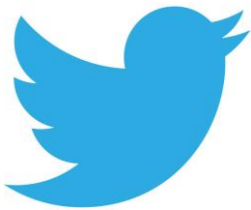
Accessed by both an app and a website, SMHW allows parents and pupils to see exactly which homeworks have been set for them by which teachers. Details are included regarding exactly what the homework involves (plus any necessary links, attachments, etc.), how long it should take, and when it is due in.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

The Bridgewater High App

Our recently created Bridgewater High app not only provides information 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.



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. We have a school uniform shop run by the PTA which meets all uniform needs although other retail outlets also provide uniform that complies with our policy. Please be sure that if uniform is bought from other retailers it complies with this guidance. Details of this policy are as follows:

SCHOOL UNIFORM			
BOYS		GIRLS	
ITEM	COLOUR	ITEM	COLOUR
SHIRT	Plain white	BLOUSE/SHIRT	Plain white
TROUSERS	Plain mid-grey. Boys' trousers should be straight leg not skinny fit.	SKIRT	Plain, mid-grey and knee length and not rolled at the top. Years 7-10 must wear the compulsory skirt. It is advisable for other year groups.
JUMPER	Navy v-neck*	TROUSERS	Uniform mid-grey
BLAZER	Navy with school badge	CARDIGAN	Navy v-neck*
SOCKS	Plain navy, grey or black	JUMPER	Navy v-neck*
SCHOOL TIE	The appropriate year band tie. Clip on tie for Years 7-10	BLAZER	Navy with school badge
SHOES	Black (<i>they must take a polish</i>)	SOCKS	Navy, grey, black or white (<i>not to be worn above the knee</i>)
		TIGHTS	Navy/black/opaque/flesh coloured
		SCHOOL TIE	The appropriate year band tie. Clip on tie for Years 7-10
		SHOES	Black (<i>they must take a polish</i>)

* badged version available from the PTA Shop

NOTES

- It is very important that pupils should 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.
- 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.
- Hairstyles should not be extreme in style or colour. Beaded plaits are not permitted unless they are tied back.

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.

Most items can be purchased from the P.T.A. shop via an order form available from both school offices. Delivery will be to the pupil via the school offices. The P.T.A. shop is open on Thursday evenings 3.30 pm-4.45 pm during term time.

P.E. KIT			
BOYS		GIRLS	
ITEM	COLOUR	ITEM	COLOUR
RUGBY JERSEY	Royal blue and red badged	SHORTS	Royal blue badged
RUGBY SHORTS	Royal blue badged	POLO SHIRT	Royal blue short sleeved badged
SHORTS	Royal blue badged	MICRO FLEECE	Royal blue badged
MICRO FLEECE	Royal blue badged	HOCKEY SOCKS	Royal blue
POLO SHIRT	Royal blue short sleeved badged	SOCKS	White short
FOOTBALL SOCKS	Royal blue with red turnover	TRAINERS	
FOOTBALL BOOTS		FOOTBALL BOOTS	
TRAINERS		TOWEL	
TOWEL		TRACKSUIT PANTS	Royal blue (optional)
TRACKSUIT PANTS	Royal blue (optional)	LEGGINGS	

Tracksuit pants may be worn in P.E. lessons with PE staff permission in extreme weather conditions or for certain specialist activities.

Dance

Black T-Shirt* and black Trousers/Leggings. Dance is done in bare feet. If there is a medical reason why a child cannot dance bare foot, a note must be given to the dance teacher and socks with grips on the bottom are to be used.



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.

Pupils who are ill during the school day are sent to the school office and, after consultation with their Pastoral and Achievement Leader 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 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.

Absence from school without permission is recorded as unauthorised on a pupil'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.



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.

What are the term dates?

These are the confirmed term dates for the academic year that runs from September 2018 to July 2019:

	HALF TERM/TERM ENDS	STAFF TRAINING DAYS	HALF TERM/TERM BEGINS
AUTUMN 2018		Monday 3rd September 2018	Tuesday 4th September 2018
AUTUMN HALF TERM 2018	Friday 19th October 2018		Monday 29th October 2018
		Friday 16th November 2018	
CHRISTMAS 2018	Friday 21st December 2018		Monday 7th January 2019
SPRING HALF TERM 2019	Friday 15th February 2019		Monday 25th February 2019
EASTER 2019	Friday 5th April 2019		Tuesday 23rd April 2019
SPRING BANK HOLIDAY	Friday 3rd May 2019		Tuesday 7th May 2019
SUMMER HALF TERM 2019	Friday 24th May 2019		Monday 3rd June 2019
		Friday 28th June 2019	
SUMMER 2019	Friday 19th July 2019		

How can students get to and from school?

Students make their way to school in a variety of ways. We encourage pupils to cycle and manage this through a permit scheme. There are also a range of 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 permit the dropping off of students in the school car parks.



What do students do with valuables?

We recognise that students increasingly carry with them a range of valuable items. Courtesy of significant investment by the PTA, students have access to secure lockers where we recommend all valuables are stored at the start of the day.

The school and Local Authority do not 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 and canoe trips abroad. Various Arts and Sports trips go to Spain, Italy, France, Poland and the rest of Europe.

Extra-curricular Clubs are organised at various times and include Art, Dance, Drama, Canoeing, Speech and Drama, Computers, Technical Theatre, Band, Singing, Performing Arts, Rock Climbing, Orienteering, Rugby, Soccer, Hockey, Netball, Cross-country, Basketball, Cricket, Badminton and Athletics. At Lower School we host a Cricket Centre of Excellence and at Upper School, fully utilise our AstroTurf floodlit tennis courts. Professional coaches are also used to extend and enhance sports provision. We also support the Duke of Edinburgh scheme.

Peripatetic music lessons are available for all pupils 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 pupils 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 meals are assured that applications are dealt with sensitively and confidentially.

How can I get more involved in school life?

Our Parent Teacher Association contributes to the success of the school through parental events and the provision of additional resources. There are regular meetings throughout the year and an AGM is held early each November. Further details can be found on the school website.



SECTION THREE

Key GCSE 2017

79% of our pupils achieved 4+ passes in **English and Maths**.

(National average = **71%**)

75% of our pupils achieved 5 or more A*/9-4/C passes, including English and Maths

In Maths, **81%** of pupils gained a 9-4 (A*-C) grade

(National average = **71%**)

In English, **90%** of pupils gained a 9-4 (A*-C) grade.

(National average = **70%**)

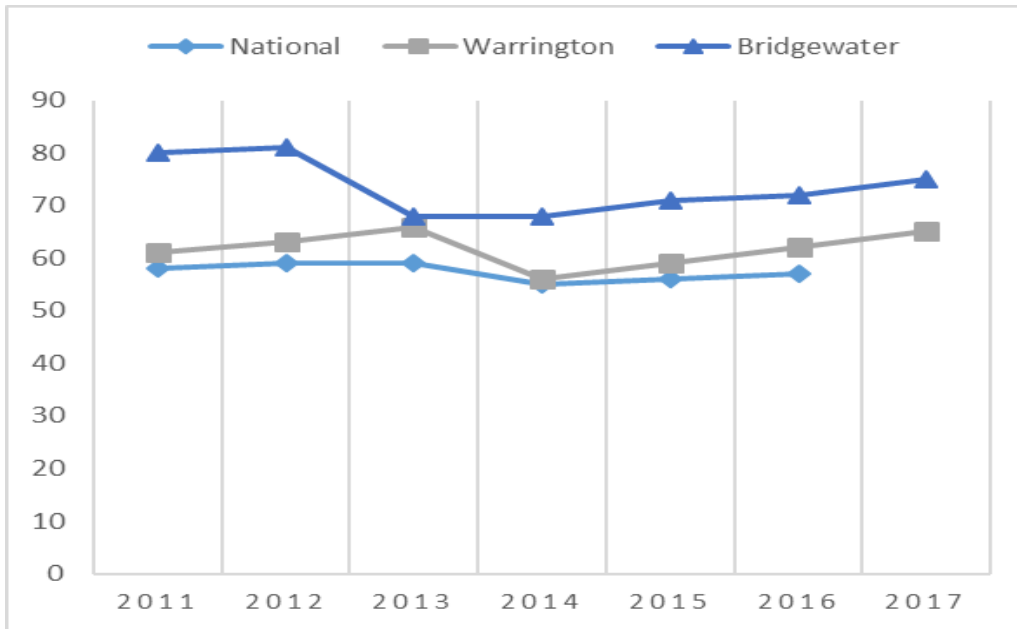
31% of all GCSE exams entered resulted in a 9/A* to 7/A grade.

In Drama, Art and Design, Biology, Physics, Child Development, Chemistry French, Religious Studies at least **90%** of pupils entered gained an A*-C grade.

Please note that following remarks these Figures may change slightly.

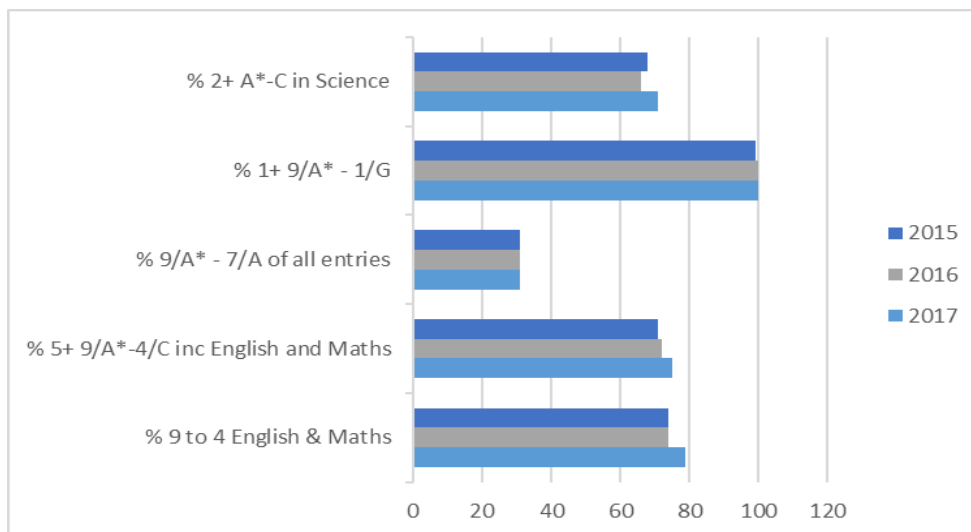


GCSE Results 2017 – 5A*-C including English and Maths



	2011	2012	2013	2014	2015	2016	2017
National	58	59	59	55	56	57	TBC
Warrington	61	63	66	56	59	62	65
Bridgewater	80	81	68	68	71	72	75

GCSE Results – Key Figures from 2015 to 2017





GCSE & Vocational Results Summary 2017

GCSE

	9	8	7	6	5	4	3	2	1	U	total	%9-8	%9-7	%9-5	%9-4	%pass
Maths	13	34	35	33	64	53	30	15	8	2	287	16	29	62	81	99
English Language	18	23	40	62	65	39	27	10	3	1	288	14	28	72	86	100
English Literature	12	32	55	62	44	39	28	8	3	2	285	15	35	72	86	99

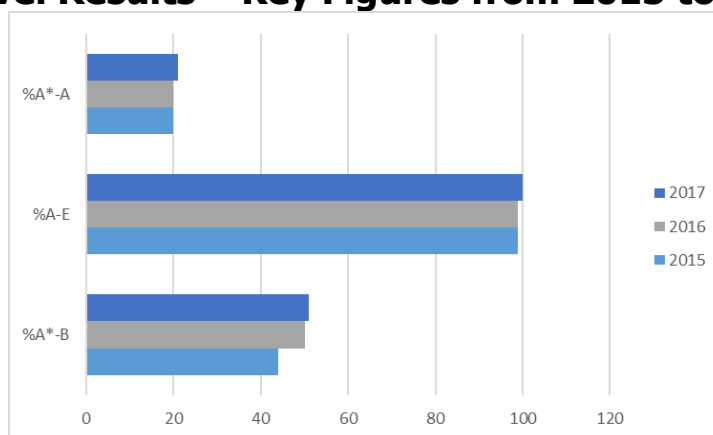
	as	a	b	c	d	e	f	g	u	total	%a*-a	%a*-c	%pass
Additional Science	10	19	39	44	44	5	3	0	2	166	17	67	99
Art and Design	10	9	24	9	2	0	0	0	0	54	35	96	100
Biology	16	31	37	19	3	1	0	0	0	107	44	96	100
Business Studies	8	20	39	18	26	8	3	1	0	123	23	69	100
Catering Studies	2	2	9	10	2	1	0	0	0	26	15	88	100
Chemistry	18	35	30	17	7	0	0	0	0	107	50	93	100
Computer Science	5	5	12	6	7	3	5	2	0	45	22	62	100
Computer Technology	9	14	12	10	10	4	3	0	2	64	36	70	97
Dance Voc	6	1	4	6	3	0	0	0	0	20	35	85	100
Child Development	0	3	5	9	0	1	0	0	0	18	17	94	100
French	14	27	18	10	3	1	1	0	0	74	55	93	100
Geography	6	16	43	45	37	19	4	2	0	172	13	64	100
German	2	2	11	10	3	0	0	0	0	28	14	89	100
Graphic Design	4	7	10	2	6	2	1	0	0	32	34	72	100
History	22	40	36	17	8	4	4	0	0	131	47	88	100
Music Studies	0	11	8	8	3	4	0	1	1	36	31	75	97
Drama	2	5	14	7	0	1	0	0	0	29	24	97	100
Physics	21	39	31	12	4	0	0	0	0	107	56	96	100
Product Design	0	1	7	10	7	2	3	0	0	30	3	60	100
Religious Studies	20	24	25	9	4	2	0	0	0	84	52	93	100
Science (Combined)	0	0	1	2	11	5	3	2	1	25	0	12	96
Spanish	1	0	0	0	0	0	0	0	0	1	100	100	100
Sports Studies	5	11	26	23	13	4	4	1	0	87	18	75	100

Btec

	d*	d	m	p	total	%pass
Performing Arts	6	1	5	0	12	100



A Level Results – Key Figures from 2015 to 2017



A Level Results Summary 2016

A LEVEL	A*	A	B	C	D	E	U	X	total	%A*-B	%pass
Art & Design	1	1	1	0	0	0	0	0	3	100	100
Art and Design Textiles	0	1	0	0	0	0	0	0	1	100	100
Biology	1	1	2	2	0	0	0	0	6	67	100
Business Studies	0	1	1	4	1	0	0	0	7	29	100
Chemistry	0	1	1	2	1	0	0	0	5	40	100
D&T Product Design	0	0	0	1	0	0	0	0	1	0	100
English Language	0	0	3	1	0	1	0	0	5	60	100
English Literature	0	0	1	0	0	0	0	0	1	100	100
French	0	0	2	0	1	0	0	0	3	67	100
General Studies	0	1	4	7	9	1	0	0	22	23	100
Geography	0	2	4	2	0	0	0	0	8	75	100
History	0	3	6	1	0	0	0	0	10	90	100
Information Technology	0	1	0	0	1	1	0	0	3	33	100
Mathematics	0	1	3	3	1	1	0	0	9	44	100
Media Film and TV Studies	0	1	0	2	0	0	0	0	3	33	100
Physics	0	0	0	2	1	1	0	0	4	0	100
Politics	0	3	1	1	1	0	0	0	6	67	100
Psychology	0	1	1	2	0	0	0	0	4	50	100
Religious Studies	0	1	1	0	0	0	0	0	2	100	100
Russian	1	0	0	0	0	0	0	0	1	100	100
Sociology	0	1	0	0	0	0	0	0	1	100	100
PE	0	1	0	1	1	0	0	0	3	33	100
TOTAL	3	21	31	31	17	5	0	0	108	51	100