

Bridgewater
High School Arts College



arts colleges



Science

***School
Prospectus
2011-2012***

Headteacher: Tim Long BA (Oxon), MA Ed, PGCE, NPQH

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.

In this prospectus we make reference to Appleton College, our sixth form provision, but we also publish a separate prospectus for this part of the school. If you require a copy of this, please contact the school or visit our website at: www.bridgewaterhigh.com.

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

Tim Long
Headteacher

SECTION 1

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 and then again at the end of KS5 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 overall" The report identified how "extensive opportunities in dance and drama, a broad range of science courses and 'accelerated learning' opportunities for the most able" contributed to this judgement of outstanding. Since then we have

continued to develop our curriculum to meet the needs of all our students. 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 coordinators, learning mentors and specialist colleagues 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.

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. 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

being designated a High Performing Specialist School mean that we have acquired the additional specialisms of 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. Highlights include: Winners of the Daresbury Science Award, Gold, Silver and Bronze in the UKMT National Maths Challenge, repeated success in the Shakespeare for Schools Festival, highly competitive

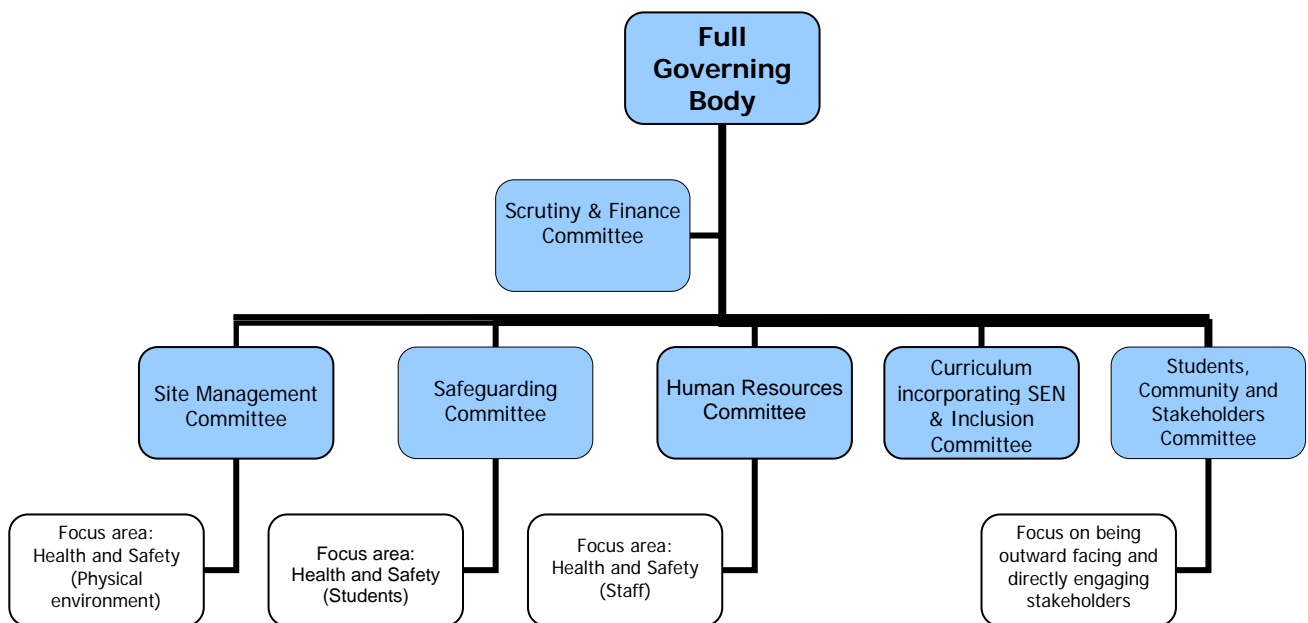
Choreography and Music competitions, Northern Counties and Cheshire under 14s rugby winners, English Schools Cross Country Cup national finalists for 10 years and winners of the Lionheart Challenge.

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 in partnership with Forte High School in Soweto, South Africa, or participating in one of our regular exchanges to France, Germany or America. Further inclusive opportunities include: Differentiated entry for graded Speech and Drama exams for all Y9 students, whole Y7 performance evenings, large and successful Duke of Edinburgh cohort, fundraising for a variety of charities and a large range of extra-curricular clubs which cater for both talented and interested!

THE GOVERNING BODY

Bridgewater High School benefits from a highly committed and experienced Governing Body. Governors are able to bring to this role a wealth of expertise and experience from a range of sectors including business, finance, local government, commerce, education, law, policing and health care. Additionally, a significant number of Governors have

been parents or are parents, ensuring that the Governing Body is able to perform its role as both critical friend and scrutineer in a highly professional and knowledgeable manner. Its stated aim is clear and to the point: Bridgewater High school should be a hub of excellence for students as well as the local community it serves. The structure of the Governing Body is shown below:



Upper School & Appleton College
 Broomfields Road
 Appleton
 Warrington WA4 3AE
 Tel: 01925 263919
 Fax: 01925 861434
 Email: sch_bridgewater_clerical@warrington.gov.uk

Lower School
 Hall Drive
 Appleton
 Warrington WA4 5JL
 Tel: 01925 263814
 Fax: 01925 861449
 Email: sch_bridgewater_clerical2@warrington.gov.uk

SECTION 2

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 if needed or arrange access to a range of outside agencies. The pastoral team meet regularly to review progress.

How is the curriculum organised?

The curriculum is organised into Faculties. The Faculties are: English, Maths, Science, Humanities, Expressive and Performing Arts, Modern Foreign Languages, Religious Studies, 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 Coordinator. 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, Geography, RS, French, German, Religious Studies, Art, Dance, Drama, Music, P.E, Design and Technology and Food Technology. 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 an alternative curriculum week in May where we concentrate more specifically on these skills and run activities aimed to promote more independent learning.

Generally students embark on GCSE courses when they enter Y10. However, in Maths and ICT students begin GCSE modules in Y9 . With the removal of SATs, other core subjects now prepare for GCSE from Year 9. Within the Arts, students have the opportunity to take the prestigious Trinity Exams.

What subjects are studied at KS4?

At KS4 the following subjects are compulsory: English, Maths, Science, Religious Studies, ICT, PE, Citizenship 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 follow 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 subjects are studied at KS5?

Appleton College is the name of our sixth form where we offer predominantly an A level pathway. We recruit strongly from students already with us but also take in students from other institutions. There is a separate sixth form prospectus which gives more detail on the structure and organisation of the sixth form as well as information about individual subjects.

What are the school's examination results?

For several years our performance in external examinations has been judged to be outstanding 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 and recorded in the planner which each student receives at the start of the year. The purpose of this homework is to build on what is taught in lessons as well as promoting more independent learning.

How is student progress monitored?

Pupils are set subject targets and progress is then monitored against these targets through Interim reports and a sophisticated tracking system. An Interim report 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" and letters that we regularly send out. 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.

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:

Boys	Girls
Plain white shirt	Plain white blouse/shirt
Plain mid-grey trousers	Plain, mid-grey skirt, approximately knee-length or the uniform mid-grey trousers
Navy V-neck jumper*	Navy V-neck jumper* or cardigan*
Navy blazer with school badge	Navy blazer with school badge
Black, navy or grey socks	Black, grey, navy or white socks Plain navy/black/opaque/flesh tights
School tie (according to band)	School tie (according to band)
Black shoes (no boots or trainers)	Black shoes (no boots or trainers)

* Badged version, plus other uniform items, are available from the PTA shop (Upper School) – open Thursday 3.30- 4.45pm during term time

How do I contact the school?

The first form of communication is via the pupil planner. However, 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.

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 (a letter or a note in the planner) from a parent or carer on return to school. If students need to attend appointments outside school for medical or other reasons, they 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 442951/2

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

What are the term dates?

These are the confirmed term dates for the academic year that runs from September 2011 to July 2012:

	HALF TERM/TERM ENDS	STAFF TRAINING DAYS	HALF TERM/TERM BEGINS
AUTUMN 2011		Fri/Mon 2/5 Sept 2011	Tuesday 6 Sept 2011
AUTUMN HALF TERM 2011	Friday 21 Oct 2011		Monday 31 Oct 2011
		Friday 11 Nov 2011	
CHRISTMAS 2011	Friday 16 Dec 2011		Tuesday 3 Jan 2012
SPRING HALF TERM 2012	Friday 10 Feb 2012		Monday 20 Feb 2012
EASTER 2012	Friday 30 Mar 2012	Monday 16 Apr 2012	Tuesday 17 Apr 2012
SPRING BANK HOLIDAY	Friday 4 May 2012		Tuesday 8 May 2012
SUMMER HALF TERM 2012	Friday 1 June 2012		Monday 11 June 2012
		Friday 29 June 2012	
SUMMER 2012	Friday 20 July 2012		

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 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 we 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. In 2010 this included an upgrade to security access systems.

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

We offer a range of Extra-Curricular opportunities, 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 America, South Africa and the Caribbean. Others visit 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?

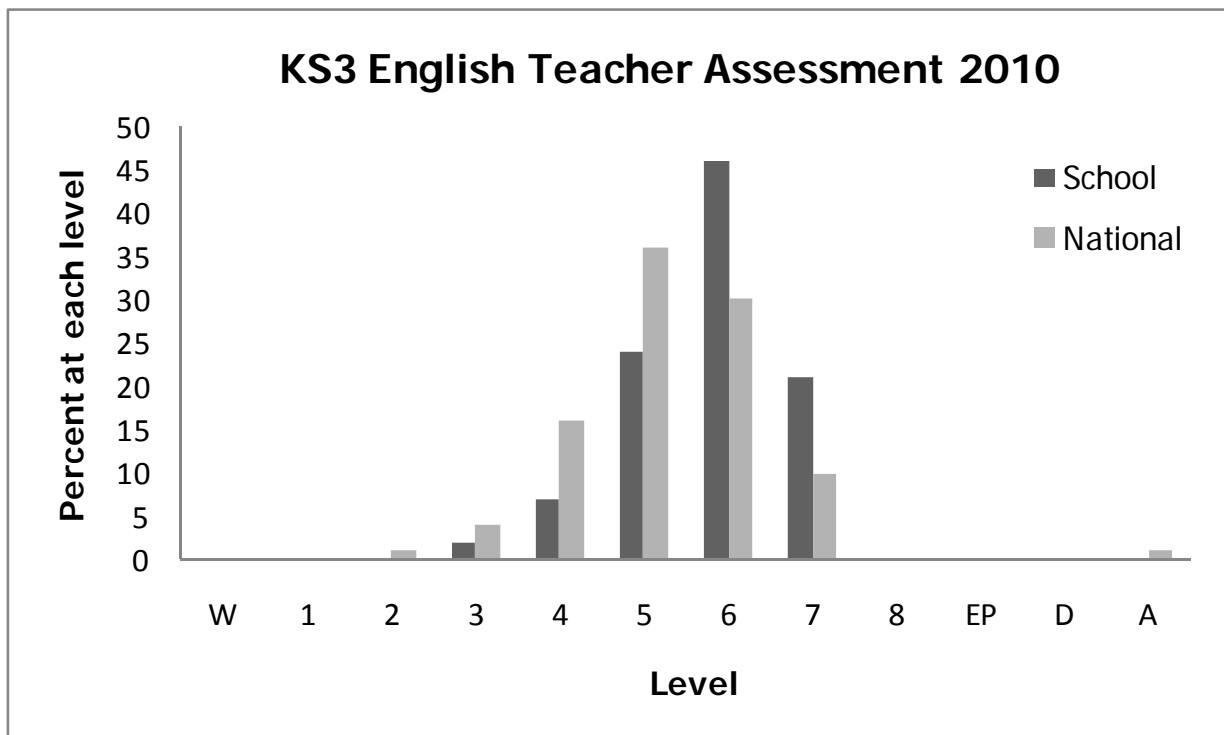
A cafeteria system, run by Chartwells, operates on both sites and pupils may also bring their own packed lunches. Enquiries regarding free school meals may be made to the Children's Services Directorate, New Town House, Buttermarket Street, Warrington WA1 2NJ Tel: 01925 442938 Parents whose children are entitled to free school 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 meeting throughout the year and an AGM is held early each November. Further details can be found on the school website.

SECTION 3 EXAMINATION RESULTS

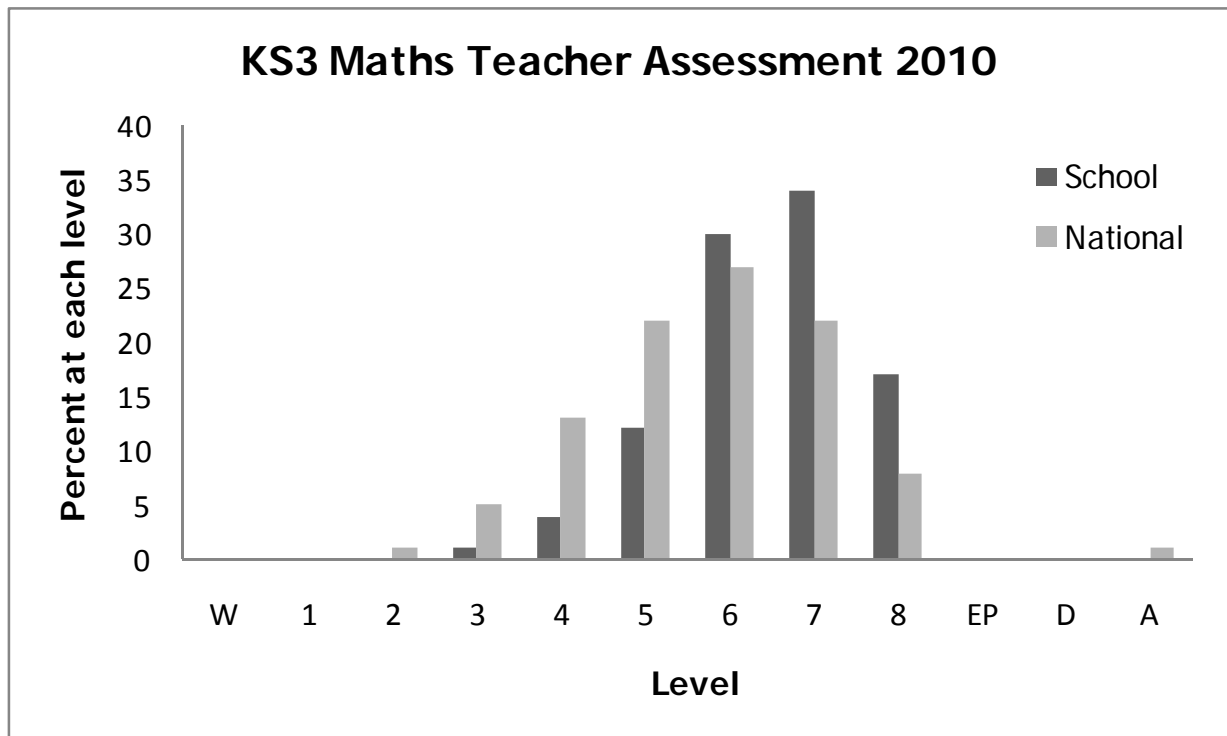
KS3 Teacher Assessments 2010



ENGLISH		Percentage at each level											
		W	1	2	3	4	5	6	7	8	EP	D	A
	School	0	0	0	2	7	24	46	21	0	0	0	0
	National	0	0	1	4	16	36	30	10	0	0	0	1

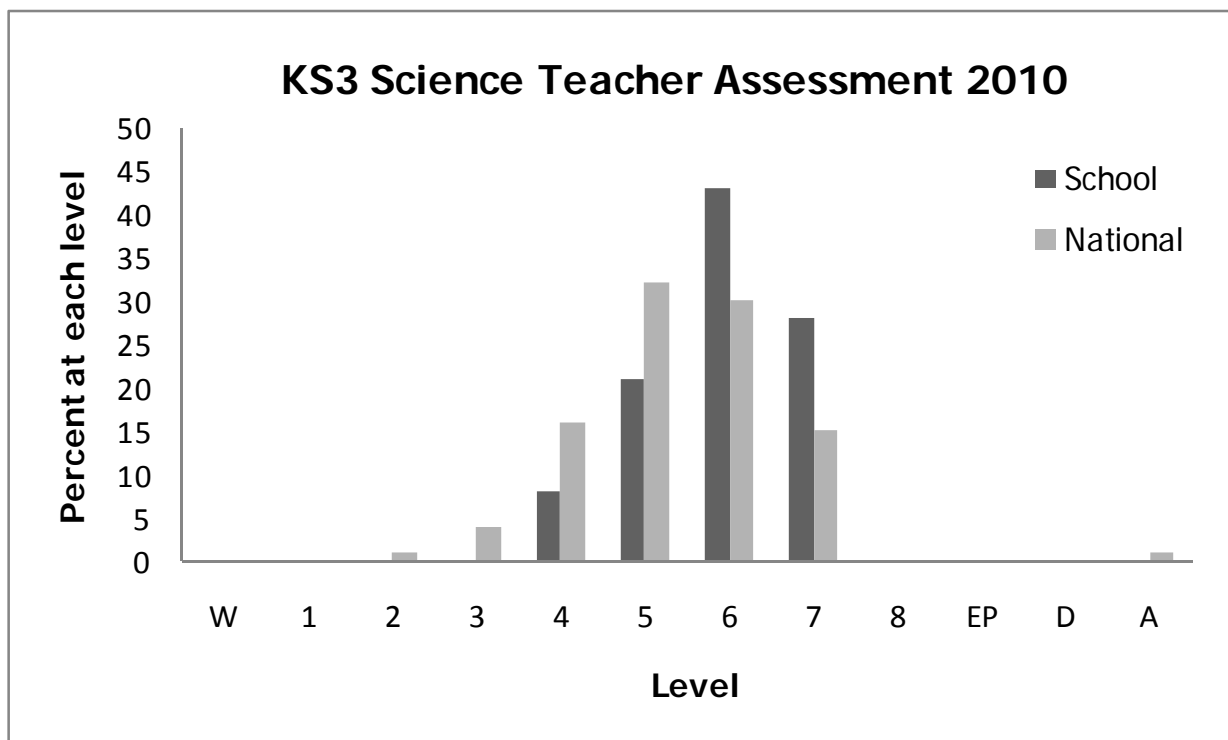
KEY TO CODES

W	Working Towards
EP	Exceptional Performance
D	Disapplied
A	Absent



Maths		Percentage at each level											
		W	1	2	3	4	5	6	7	8	EP	D	A
	School	0	0	0	1	4	12	30	34	17	0	0	0
	National	0	0	1	5	13	22	27	22	8	0	0	1

KEY TO CODES	
W	Working Towards
EP	Exceptional Performance
D	Disapplied
A	Absent



Science		Percentage at each level											
		W	1	2	3	4	5	6	7	8	EP	D	A
	School	0	0	0	0	8	21	43	28	0	0	0	0
	National	0	0	1	4	16	32	30	15	0	0	0	1

KEY TO CODES

W	Working Towards
EP	Exceptional Performance
D	Disapplied
A	Absent

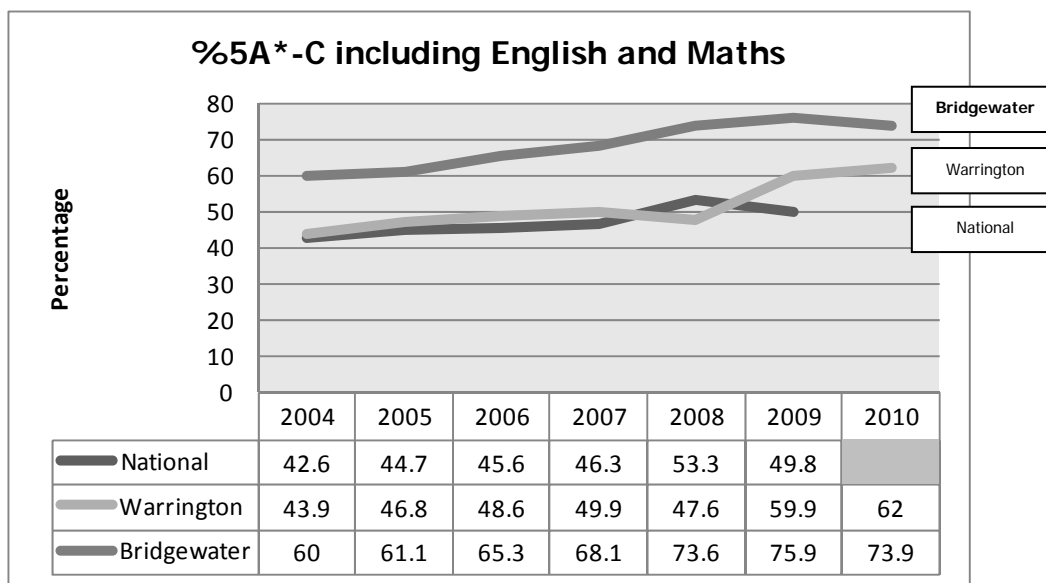
KS3 Teacher Assessment Summary 2010

	Percentage at each level											Pupils disappled	Pupils absent
	W	1	2	3	4	5	6	7	8	EP			
English	0	0	0	2	7	24	46	21	0	0	0	0	
Mathematics	0	0	0	1	4	12	30	34	17	0	0	0	
Science	0	0	0	0	8	21	43	28	0	0	0	0	
Modern Foreign Lang.	0	0	1	5	13	28	51	2	0	0	0	0	
Design and Technology	0	0	0	0	3	15	61	20	0	0	0	0	
Geography	0	0	0	1	5	20	51	22	0	0	0	0	
History	0	0	0	1	8	30	42	18	0	0	0	0	
ICT	0	0	0	0	4	16	40	37	3	0	0	0	
Art and Design	0	0	0	0	9	43	38	7	2	0	0	0	
Music	0	0	0	0	8	39	39	11	1	0	0	0	
Physical Education	0	0	0	0	2	18	42	29	8	2	0	0	

This table shows the percentage of pupils at each level at the end of Key Stage 3 2010. The number of pupils at the end of Key Stage 3 is 303. Figures may not total 100 percent because of rounding.

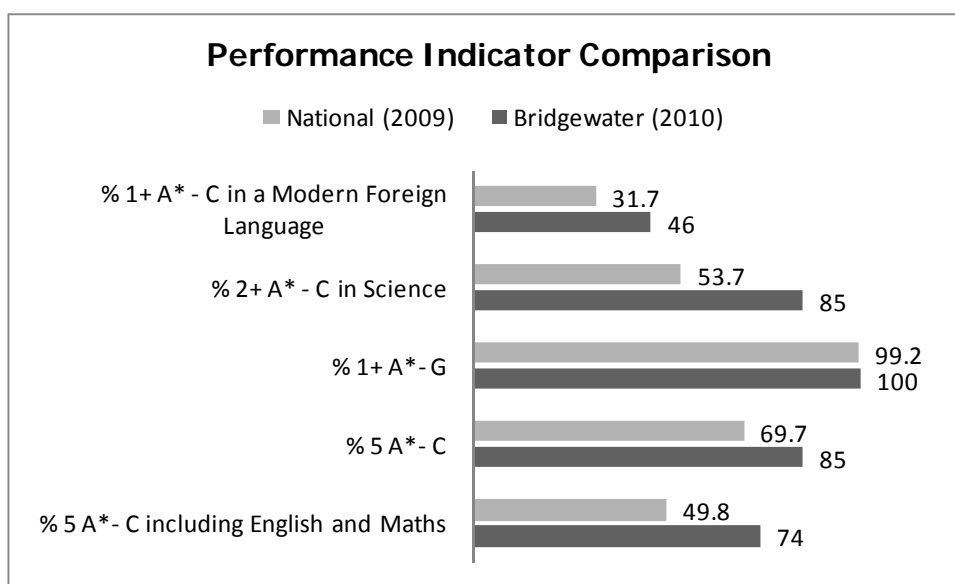
GCSE Results

The trend in GCSE results comparing Bridgewater to all Warrington schools and national figures



Performance Indicators

Please note that national data for the 2010 exams is not yet available



GCSE Results Summary 2010

	Full Course GCSE										Total		% A*-A	% A*-C	% Pass
	A*	A	B	C	D	E	F	G	U						
Art & Design	3	20	16	15	8	2	0	0	0	0	64		36	84	100
Art and Design Textiles	0	8	3	4	2	0	0	0	0	0	17		47	88	100
Biology	19	20	12	3	0	0	0	0	0	0	54		72	100	100
Business Studies	3	17	23	25	19	6	4	0	1	98		20	69	100	
Chemistry	17	24	10	3	0	0	0	0	0	54		76	100	100	
D&T Food Technology	2	11	8	15	3	3	0	0	0	42		31	86	100	
D&T Graphic Products	7	18	8	14	2	0	0	0	0	49		51	96	100	
D&T Product Design	0	5	14	13	3	0	0	0	0	35		14	91	100	
Drama	4	6	14	16	10	1	3	0	0	54		19	74	100	
English Language	8	64	99	72	36	14	7	1	1	302		24	80	100	
English Literature	15	41	64	102	44	5	0	0	0	271		21	82	100	
Dance	6	8	4	5	2	1	0	0	0	26		54	88	100	
French	12	28	29	19	6	1	0	0	0	95		42	93	100	
Geography	15	10	9	10	8	5	3	0	0	60		42	73	100	
German	6	17	25	21	10	3	0	0	0	82		28	84	100	
History	29	47	48	24	16	5	3	8	1	181		42	82	100	
Child Development	2	2	3	5	3	2	0	0	0	17		24	71	100	
Mathematics	41	51	68	80	29	18	11	3	1	302		30	79	100	
Music	0	12	14	8	1	1	0	0	0	36		33	94	100	
Physics	13	24	15	2	0	0	0	0	0	54		69	100	100	
Science: Core	9	39	57	45	22	4	3	0	0	179		27	84	100	
Science: Additional	11	39	56	45	17	5	3	0	0	176		28	86	100	
PE	15	10	20	9	8	2	1	0	0	70		38	83	100	

GCSE/KS4 Results Summary continued

Short Course GCSE		A*	A	B	C	D	E	F	G	U	TOTAL	%A*-A	%A*-C	%Pass
		Religious Studies	6	49	79	62	25	18	8	4	1	252	22	78
	PE	2	3	0	0	0	0	0	0	0	5	100	100	100
	Art	0	0	0	0	1	2	0	0	0	3	0	0	100
BTEC level 2		D*	D	M	P									
	BTEC Science	0	0	1	40						41			100
	1/2 BTEC Science	0	0	0	11						11			100
	BTEC Performing Arts	8	2	0	0						10			100
ICT		D*	D	C	M	P								
	AIDA	0	14	11	34	38					97			100
	1 st National Qualification	0	0	0	1	57					58			100
BTEC level 1		D*	D	M	P									
	BTEC Science	0	0	0	1						1			100
		Level 2	Level 1											
	ASDAN COPE	4	1								5			100
Other Entry Level		Level 3	Level 2	Level 1	Level F									
	English	0	0	0	1						1			100
	Food Technology	1	0	0	0						1			100
	Maths	1	0	0	0						1			100
Other		D*	D	M	P									
	Public Services	0	0	0	1						1			100
Early Entry 2008/9		A*	A	B	C	D	E	F	G	U				
	Expressive Arts	0	29	72	76	45	35	15	4	1	284	10	62	100
	Spanish	1	0	0	0	0	0	0	0	0	1	100	100	100
	RS	10	6	5	4	1	0	0	0	0	26	62	96	100
	Chinese	2	0	0	0	0	0	0	0	0	2	100	100	100
	Music	1	1	0	0	0	0	0	0	0	2	100	100	100

BTEC Level 2 courses are equivalent to 4 GCSE passes at grades A*-C. Half BTEC is equivalent to 2 GCSE passes at grades A*-C.

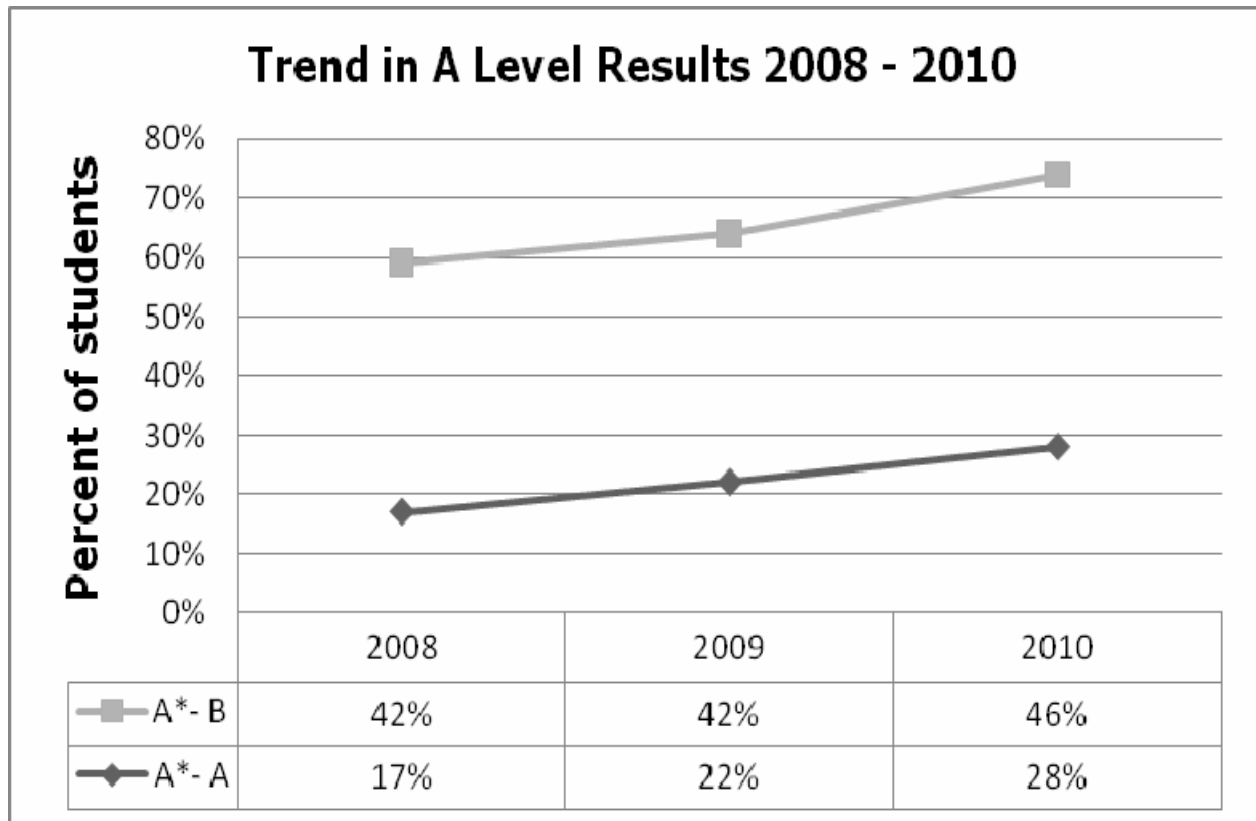
Entry level and Level 1 courses are designed for pupils who find GCSE courses challenging. Personalisation of the Bridgewater curriculum ensures that the needs of all students are met.

Key	
D*/D	distinction
M	merit
C	credit
P	pass

A Level Results 2010

	A*	A	B	C	D	E	U	N° of Students	%A*B	%A*-E
Art & Design	1	4	1	0	1	0	0	7	86	100
Art and Design Textiles	1	0	0	0	0	0	0	1	100	100
Biology	0	6	3	2	3	0	1	15	60	93
Business Studies	0	1	0	3	2	1	0	7	14	100
Chemistry	1	3	6	1	2	1	1	15	67	93
D&T Product Design	3	0	0	2	0	0	0	5	60	100
Dance	0	1	0	0	0	0	0	1	100	100
Drama	0	1	0	1	0	1	0	3	33	100
English Language	0	1	1	2	2	0	0	6	33	100
English Literature	0	1	1	2	0	0	0	4	50	100
French	0	0	0	0	1	0	0	1	0	100
General Studies	3	4	7	11	15	5	1	46	30	98
Geography	1	2	0	1	1	0	0	5	60	100
German	0	0	1	1	0	0	0	2	50	100
Health & Social Care	0	0	0	0	1	1	0	2	0	100
History	1	1	3	2	7	1	0	15	33	100
Information Technology	0	3	1	3	2	1	0	10	40	100
Law	0	1	2	0	0	0	0	3	100	100
Logic/Philosophy	0	0	1	0	1	0	0	2	50	100
Mathematics	3	8	7	5	1	0	0	24	75	100
Mathematics Further	1	1	0	0	0	0	0	2	100	100
Media Film and TV Studies	0	0	2	5	3	0	0	10	20	100
Music	0	0	0	1	0	3	0	4	0	100
Physics	3	2	1	6	1	1	1	15	40	93
Psychology	1	4	1	4	0	0	0	10	60	100
Sociology	0	2	1	3	2	1	0	9	33	100
Sport/PE Studies	0	1	1	1	3	0	0	6	33	100
Travel & tourism	0	0	1	0	1	0	0	2	50	100
Drama (y12 fast track) 2010	1	0	0	0	0	0	0	1	100	100
Health & Social Care (y12 fast track) 2010	0	0	0	0	0	0	1	1	0	0
Psychology (y12 fast track) 2010	0	0	0	0	1	0	0	1	0	100
	DD*									
BTEC Performing Arts	2							2		100

*DD Double Distinction



A*-E pass rate has remained at 98% for 3 consecutive years.

A Level Results Summary 2010

Average point score per student	213.75
Average point score per entry	890.8
% A*-B	46
% Pass Rate	98
% A*	8