



Once again this year, Backwell students have achieved the best GCSE results in the area. 77% of our students gained at least five grades A* - C, and using the government's (and our!) preferred new measure of success, 71% gained five A* - C including the crucial Maths and English. At A Level, no less than 24 students achieved at least three grade A passes, and 11 students gained at least four grade A passes. Five students will be starting at Oxford or Cambridge next month, and other students gained places on highly competitive courses such as medicine. Overall, nearly a third of all exam entries achieved a grade A pass, and 53% were A or B passes.

These figures are higher than many selective or grammar schools, but Backwell is a comprehensive secondary school, serving all of its community. We aim to provide challenging education to youngsters of all abilities and needs, preparing them for life in this fast changing 21st century. Our children achieve not only excellent academic success, but they also take part in a wide, exciting range of new experiences, in and out of the classroom: theatrical, musical, artistic, technical, sporting, outdoor, or just plain fun!

Backwell School is a Specialist Performing and Visual Arts school, but a quick look at our exam results year on year show that our students achieve all-round excellence, from the core subjects to vocational courses and practical experience in the work place and local community.

I believe that every individual has different skills and potential, and that his or her success must be valued, wherever it may occur. For once in my life I agree completely with a government slogan "Every Child Matters". At Backwell, every child **does** matter. No young person should miss out on a successful, rewarding and happy time at school.

We expect a lot from our students too. We expect them to work hard, play hard, and behave well. Our key word is **respect**: self-respect, respect for other people, and respect for the environment are the foundations of all we do.

Finally, there is a crucial third part of the equation – you the parents. We want to work with you in helping your child succeed. Come and join us!

Julian Baldwin
Headteacher

September 2008

Backwell School

Selecting a secondary school for your child can be difficult. Every school has its strengths and every child is different. This prospectus is designed to give you a flavour of Backwell School, but you and your children will learn much more by visiting us on a typical day.

Backwell School occupies a large and attractive site. The school buildings have been continually refurbished to suite learning methods and there are extensive playing fields. Recently, some subjects, including Mathematics, Education Support, Art, Photography and Dance, have moved into state of the art facilities.

Backwell is one of a handful of secondary schools nationally which has had three excellent Ofsted inspections. We will let those inspectors speak for us: you will find their comments in italics. We will also let our students' GCSE and A Level examination results speak for us. For the last two years, our Year 11 and Year 13 students have achieved the highest ever results for Backwell School. Our A Level students have done better in successive years than those in many independent and selective schools and our GCSE students have achieved the best pass rate ever achieved by a North Somerset school.

Backwell is a Specialist School for the Performing and Visual Arts. The standards in these subjects are very high and provide a wide range of opportunities for our students, both for those particularly gifted in those areas and for those who want to try new things. We believe that the arts have something to offer everyone, whatever their ability, but we provide an excellent all-round education; the arts are not allowed to distort the provision of a broad and rich curriculum, and our students achieve very highly across the whole subject range.

Backwell is a Training School. This means that we have staff who are expert in helping those teachers who are new to the profession and developing those who have been teaching for a while. Many of our staff are involved in training teachers across the Local Authority and beyond. Students benefit from being taught by teachers who are at the cutting edge of their profession.

Backwell is a designated Healthy School. We are committed to promoting healthy lifestyles, including exercise, diet and self-respect.

Our aims are presented on Page 4. We take them seriously. The following paragraphs give details of how we put those aims into practice.

Backwell aims to be an ambitious, progressive, learning, community

Ambitious

The school is ambitious for its students. We want students to perform at a higher level than they might be expected to on entry to the school. Information is carefully assembled prior to entry and performance is monitored regularly to ensure that the proper progress is made. The ambition extends to more than academic work. There will be lots of opportunities in class and in extra-curricular activities to learn new skills and develop as a person. Backwell students go on to excel in many walks of life.

All students achieve very well, building on their prior attainment levels as a result of the very good teaching and learning they receive teachers have very high expectations of students and their behaviour in lessons. (Ofsted)

Progressive

Our curriculum is evolving to provide our students with knowledge and skills to be successful in our rapidly changing times. Traditional subjects are combined with new courses such as the Diploma. Through our Arts specialism, we have added Dance, Animation and Performing Arts and students can learn three foreign languages up to A Level. Half of our students now study three separate Sciences for GCSE. In 2008, we introduced the Creative and Media Diploma and a new skills-based “breakout” course in Year 7. Beyond the school day, students can follow optional GCSE courses such as fast track Music and Latin. We are developing ways of using internet technology to make learning more effective and enjoyable and to provide flexible learning opportunities in and out of school.

Learning

Learning is at the centre of all we do. Students learn best in well structured, imaginatively planned lessons. We believe that students who enjoy learning and feel successful will want to come to school and will behave well, especially if they feel individually known and valued. We expect homework to be completed and we teach students to become independent in their learning.

Backwell School is a very good school standards are well above average because teaching and learning are very good overall with some excellent features teachers use their very good subject knowledge to plan lessons which successfully meet individual student needs. throughout the school the achievement of students with special educational needs and those identified as gifted and talented is very good. students hold very positive views about their school, with a high percentage enjoying school and believing they are taught well attendance and punctuality are very good. (Ofsted)

Community

All students are part of the Backwell School community and will learn that membership of the community involves adopting its values; these are primarily, respect, courtesy and ambition for self and others. Our pastoral care systems are designed to support students as they develop that sense of belonging. In Year 7 students are put in tutor groups. They will stay with the same tutor when they move into one of our four Houses in Year 8.

Parents are a cornerstone of our community. We value their contribution and always try to be as open and communicative as possible. The tutor is the first port of call for any information or concerns. Each student is issued with a planner to record homework and other details. Copies of all letters are posted on our website in case they are lost at the bottom of the school bag!

We are members also of the wider community and the students will see evidence of our desire to open up the school and its facilities to local people and to join with them in learning. All of our young people are aware they are part of the global community and we give students the chance to put their ideas and beliefs into practice.

Backwell School is a very inclusive school and one where the personal and academic achievement of all students is of equal importance relationships between students and teachers are very good throughout the school the school has developed very good links with parents, which contributes to the very good attitudes and behaviour of students within the school parents believe the pastoral care provided is a strength of the school exclusions are very low as a consequence of the school's inclusive policies and procedures and the very good behaviour of students the school knows all students well and has their care as its main concern. (Ofsted)

You can find out more about Backwell School by reading our official School Profile on the internet. There is a link on our school website: www.backwellschool.net.

BACKWELL SCHOOL AIMS

The school is an inclusive, mixed community school for students from 11-18.

Our **commitment to learning** embraces students, staff, parents, carers and our local community. We aim to:

Increase what students know, understand and can do.

Encourage students to

- enjoy learning
- develop their own identity
- be creative and independent
- be able to work in teams
- become active citizens at a local, national and world level
- respect others, themselves and the environment
- lead a healthy lifestyle
- prepare to earn their living
- pursue learning beyond school.

Develop what staff know, understand and can do in the context of professional development and our commitment to lifelong learning.

Offer the local community opportunities to join us in learning.

Recognise and reward talent and effort.

We believe individuals thrive within a strong and supportive community. Our **commitment to community** aims to:

Provide a safe, stimulating and supportive environment.

Encourage a sense of belonging and well-being.

Promote moral awareness including the need for tolerance and respect for others.

Work in active partnership with all who have a legitimate interest in the welfare of our students.

Value and offer opportunities to all members of the school community equally, regardless of their gender, race, religion, disability or sexual orientation.

Our **commitment to being progressive** means we will:

Respond positively to change.

Prepare our students for a world where change is universal.

We are **ambitious** because we aim to:

Provide the most effective learning environment that our resources can create.

Encourage all students to achieve at the upper boundary of their capability.

Never knowingly settle for second best.

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1. ADMISSIONS

Admissions into Year 7 are managed by the Local Authority which publishes annually a detailed booklet on the procedure. This is available from your child's current school or from the Local Authority. The school is over-subscribed and preference is generally given to those who live in our catchment area. This area comprises the villages of Backwell, Barrow Gurney, Brockley, Claverham, Cleeve, Flax Bourton, Kingston Seymour and Yatton. It also includes parts of Cooks Bridle Path and parts of Downside Road in Wrington Parish and the Fieldings in Kenn Parish. Parents living outside this area can request places for their children. The maximum intake for Year 7 is 261 and there are normally sufficient places available for parents choosing Backwell as their first choice.

2. THE CURRICULUM

Our aim at Backwell is to ensure that all of our students achieve their maximum potential throughout their school life. We provide them with a strong foundation of skills and knowledge that fully prepares them for work and leisure in our 21st century world, enabling them to make a positive contribution to our local, national and global community.

After building a firm base at Key Stage 3, at Key Stage 4 and in the Sixth Form we offer students the opportunity to study courses that suit their skills, abilities and aspirations, following a broad and balanced curriculum that helps them to focus on their strengths and to explore new areas of interest.

Key Stage 3: Years 7, 8 and 9

Students follow the statutory National Curriculum Core and Foundation subjects: Mathematics, English, Science, Religious Education, Geography, History, Music, French, Design Technology, Art, ICT, Physical Education.

In addition all students follow courses in Dance and Drama throughout the Key Stage. Able linguists start to learn either Spanish or German in Year 8.

In Year 7, one day per fortnight is dedicated to a skills-based "breakout" curriculum. Students can commence separate GCSE Science courses in Year 9.

Key Stage 4: Years 10 and 11

Having been given extensive advice and guidance, students can choose an essentially "personalised" range of options. GCSEs offered are: Mathematics, English Language, English Literature, Double Science (two GCSEs), Single Science, Applied Science, Biology, Chemistry, Physics, French, Spanish, German, Art, Music, Photography, Drama, Dance, DT Resistant Materials, DT Graphic Products, DT Textiles, DT Food and Nutrition, Child Development, Physical Education, History, Geography, Sociology, Business Studies and Religious Studies. A number of students enrol on part-time vocational courses at local colleges or training providers and the Creative and Media Diploma is a further option.

The Sixth Form

The Sixth Form is open to all who can benefit from the variety of courses offered. Students can choose from a wide range of combinations of AS Levels, A Levels, BTEC courses and the Creative and Media Diploma. A separate Sixth Form prospectus is available from the school.

3. PASTORAL CARE

When children first come to Backwell from their primary schools they become members not only of the school but also of Year 7. They are looked after by the Head of Year 7, a Deputy Head and a team of tutors. Year 7 has its own assemblies and its own dining area. The Head of Year 7 will have met all the children and arranged for them to spend a day in the school in the term before they arrive. She will help them to settle into their first term at Backwell. Students are allocated to mixed-ability tutor groups throughout Years 7 – 11; each has approximately 29 boys and girls.

At the start of Year 8, students move into a House in which they will remain for the next four years. The House will have in it young teenagers, between the ages of 12 and 16, and the new arrivals will find a slightly more adult atmosphere in the House than they had experienced in Year 7. Tutor groups generally keep the same students and tutor in Middle School as in Year 7.

There are four houses, Cotswold, Mendip, Quantock and Sedgemoor, and each Head of House is responsible for the overall development of each student in the House, for settling any problems which students might have in the course of a day or a term and ensuring that they are making the sort of progress that they are capable of making at each stage in their education. A Head of House, with a Deputy Head of House, is responsible for about 230 young people and may call upon the help of individual tutors in dealing with particular problems affecting a member of the House.

The Head of Sixth Form, with three Deputies and a team of tutors, is responsible for the day-to-day running of the Sixth Form on the same basis as a Head of House. Students are again placed in tutor groups. The size of the tutor groups varies according to the number of Sixth Formers, but 22 is about the maximum. The tutor remains with the group for two years. At the start of each session students go to their tutor groups to register their presence. Lunch is taken in the Sixth Form Common Room. Group or school assemblies are held and students are encouraged to take an active part in proceedings.

It is the aim of the school to ensure that a student makes the sort of progress and produces the quality of work of which, in our estimation, s/he is capable. If parents are concerned about the progress a child is making, in one or in a number of subjects, the Head of Year or the Head of House concerned should be contacted by letter or by telephone and s/he will be glad to look into the matter for you, discuss it with you, or arrange for you to discuss progress in a particular subject with the Head of Department concerned. Concerns of a more general nature should also be raised with us in the same way.

The school has a First Aider, who is a State Registered Nurse, to whom medical problems arising in school are referred. A professional Counsellor is available one day per week and our Learning Mentors provide additional expert support and guidance. We also have a Parent Support Advisor who works with families.

4. EXTRA-CURRICULAR ACTIVITIES

School clubs and courses are available and the school has a strong tradition in games and the arts. Sports fixtures, drama and music productions give large numbers of students enjoyable and valuable experience in these areas. The school arranges a large number of games fixtures as part of the aim to encourage high achievement in every area of school life. Those participating develop their team and individual skills in return for considerable dedication, not least in terms of time.



The cladding of the new Art block was designed by Backwell students.



Photo: Chloë Headdon

Each Monday and Wednesday a late coach (4.45 pm) runs to Cleeve, Claverham, Yatton and Kingston Seymour for those students who wish to stay after school to work or to take part in any of the sporting, artistic and academic activities that take place after normal school hours.

There is a full Enrichment Week for all students in Years 7, 8 and 9 held in June and, in addition, educational trips and visits are organised by various departments, for example, visits to France and Germany. Some areas of study, such as Geography, History and Biology, benefit from fieldwork visits and these are organised locally and further afield both in and out of school time. Insurance cover is in place for off-site visits.

There is an exciting Outdoor Pursuits programme on offer on conjunction with local providers and there are a variety of clubs including cookery, dance, photography, pottery and fencing.

Summer activities take place every year during the summer holidays and provide students due to enter the school in September – and their parents – with an excellent way of familiarising themselves with the school.

5. GIFTED AND TALENTED STUDENTS

Many of our students are identified by external tests or by our teachers as having special gifts or talents. These may be principally academic, sporting or artistic. Where a child has special gifts or talents these may be addressed by a range of strategies that might include:

- differentiated classroom materials;
- accelerated learning;
- mentoring;
- a personalised curriculum;
- extra activities, courses and competitions during and beyond the school day;
- specific activities for Gifted and Talented students;
- links with other institutions and organisations.

We are committed to providing challenge and opportunities for the most able. Backwell students continually achieve the highest standards in conventional examinations and in a range of other sporting, academic and artistic arenas.

6. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

We are committed to the inclusion of all children into the school's curriculum and activities, unless their special educational needs are so severe or complex that that the school does not have the resources, facilities, curriculum or expertise to meet them. The school is renowned for its outstanding provision for students with Special Educational Needs. Through a range of strategies our Education Support Team help students to feel safe and happy and to progress well through the school.

All students are placed in mixed-ability tutor groups and have full access to the whole curriculum unless they have a statement which exempts them from part of the National Curriculum. For children with special educational needs there is particular emphasis on providing resources, support, and teaching and learning strategies which take account of their individual needs and which enable them to take up their full curriculum entitlement and enjoy school life to the full. There are regular progress reviews involving students and their parents and outside agencies when appropriate.

Whenever appropriate the school will seek additional funding for students with identified special educational needs. However, for most children with special educational needs these needs are met from the school's resources. Such provision may include:

- tests to diagnose specific difficulties;
- modified learning materials;
- access to specialist staff and equipment;
- teaching in a small group;
- extra support in a lesson;
- withdrawal from a lesson for individual help with specific skills;
- provision of additional support in formal tests and exams;
- support and advice from outside agencies such as the Educational Psychology service, the behavioural support team and welfare, social and medical services;
- extra sessions before school for paired reading and help with homework, group work for spelling and Mathematics and other problems;
- a specially adapted curriculum.

SAT and GCSE results year on year show that students with special needs make very good progress during their time at Backwell.

7. HOMEWORK

We set homework to supplement work in class and to provide additional challenge and enrichment. It reinforces and extends learning and may take a variety of forms, including written work, research, reading, revision, memorising and practice. Sometimes, homework entails an extended task or activity that can last several weeks.

8. RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious Education forms an integral part of the school curriculum. It is taught in accordance with the agreed syllabus which the Local Authority has drawn up in accordance with the Education Acts and in consultation with representatives of various faiths. This agreed syllabus is designed to provide a wide understanding of Christianity and other world religions. In addition, Religious Studies may be taken as an examination subject in Years 10 and 11 and at A Level and AS Level in the Sixth Form.

In accordance with the terms of the Education Acts, parents may ask to withdraw their children from Religious Education and, where they do so, students will normally be expected to occupy these lessons with private study. Parents may also ask for their children to be removed from Religious Education classes if they wish to arrange for alternative instruction with a denominational bias. This must be done by a formal request to the Headteacher from the parent or carer. The Governors' Policy Statement on Collective Worship is on the website and available from the school.

9. MUSIC

All students study Music for their first three years in the school as part of their normal curriculum. GCSE Music and A Level Music and Music Technology are available as optional subjects. In addition to this there are opportunities for students to be given instruction on woodwind, brass, percussion, stringed instruments and solo voice. There is an orchestra,

string, wind and brass groups and various choirs, and students are strongly encouraged to take part. The school has an outstanding reputation in Music with many players in representative orchestras and choirs.

10. INFORMATION, ADVICE AND GUIDANCE

This used to be known as “Careers” but, as the range of opportunities for Further Education and employment have grown, so has the amount of support and advice that we offer, in close partnership with our Connexions Personal Advisor. From Year 7 onwards, students are helped to analyse their strengths and aspirations, and receive guidance and information on how to make decisions regarding subject choices and career pathways. This support takes place in PHSE lessons, tutorials and individual interviews. All students undertake a work experience placement in Year 10 and many undertake work-shadowing or practice interviews. In the Sixth Form students receive a comprehensive programme of guidance and support relating to Higher Education courses, gap year and employment.

11. SEX EDUCATION

Sex Education covers the moral, emotional, social and biological aspects of personal relationships. It forms part of a carefully structured programme of Social Education as well as part of the standard Science courses. The Governors’ Policy Statement on Sex Education is on the website and available from the school.

12. BEHAVIOUR

We expect our students to behave well and the vast majority do so. Good behaviour enables good learning. School rules have been devised in consultation with parents and students. They provide a structured framework for good behaviour within which all students may learn and work and are based on respect for other people and respect for the environment.

When punishment has to be imposed, the sanction used will be decided in the light of the seriousness of the offence, the student’s previous behaviour and his or her response to acceptable standards. Detention is one such sanction. If this occurs, parents are given 24 hours’ notice so that, if necessary, they can make provision for transport. As detention is not a sanction imposed lightly, we do expect parental support when it is given. In addition the Local Authority has initiated a system of fixed-term exclusions for a serious offence or persistent disruption of work. Further misbehaviour could eventually result in permanent exclusion or transfer to another school or education centre. The Policy Statement on Behaviour is on the website and available from the school.

13. PARENTAL SUPPORT

We believe that an active, supportive partnership between home and school is an essential ingredient for successful education. There are regular information sessions for parents as well as the opportunity to meet teachers and tutors at parents’ evenings. There are also other ways in which parents can help the school.

Backwell School Association

The school believes in an active and supportive partnership between home and school as an essential ingredient for a successful education. The Backwell School Association (BSA) is

an association of which all parents and staff are automatically members. The Association provides another avenue for involvement and all those connected with the school are urged to take an active interest. The AGM takes place in term 1.

School Fund

Parents are asked annually to contribute to the School Fund. This money is needed to help finance school societies and expeditions of various kinds, as well as to enable us to give more information to parents. We also ask parents who wish to give regular financial support to the school to become "Backwell Backers".

Home-School relationships

The Government requires all schools to draw up a Home-School Agreement after consultation between teachers, governors and parents. Parents are asked to sign the Agreement when they have accepted a place for their child. A copy is on the website and available from the school.

14. ABSENCE AND LATENESS

Absence and lateness from school can have a serious impact on a child's success and happiness in school and we work hard to ensure high levels of attendance at Backwell.

The school sessions are from 8.50 a.m. to 12.45 p.m. and 1.45 p.m. to 3.30 p.m. Students late for school must sign the Late Book. Where a child arrives after the attendance register is closed, s/he is marked in the attendance register as "absent" from the session (unless the lateness is caused by the late arrival of school transport); the evidence in the school register may then be used in a court of law if the question of regular attendance arises.

Parents of students who are absent from school are asked to inform the school by telephone, if possible before the absence begins. The dedicated 24-hour telephone number is 01275 464188 and parents may be telephoned if absence has not been notified. Official application forms are available from the school First Aider and Attendance Co-ordinator for parents who must take their family holiday in term time. In line with government and Local Authority guidance, we do not believe that it is in our students' interests to miss school time for holidays and leisure activities. Consequently, absence for these reasons will only be authorised in exceptional circumstances.

In 2007-08 there were 1,310 registered students of compulsory school age on roll for at least one session during the school year to 25 May 2008. During this period:

5.47% of half days were missed through authorised absence.

0.58% of half days were missed through unauthorised absence.

15. TRANSPORT

We encourage healthy and environmentally friendly ways of travelling to and from school. However, many of our students live a distance from Backwell. Free transport is available for all students aged 11-16 who live in the school catchment area and further than three miles from the school. The transport is arranged by the Local Authority and not by the school. Students are expected to behave sensibly whilst travelling; gross misconduct by a student may lead to the withdrawal of the facility. Students aged 16 and over are not entitled to free transport but if they live within the catchment area spare places may be available on payment of a fee. Students arriving by school coaches must not leave the coach until its

arrival on school premises and, having arrived, are expected to stay on site. Free transport is not available for students whose parents choose a school outside their ordinary catchment area but there are coaches which are run by parents themselves.

16. UNIFORM

The school uniform, including sportswear for PE, is compulsory for all students in Years 7 – 11. It is designed to be practical, comfortable, recognisable and affordable. Trainers are not allowed to be worn around school. The full uniform list is provided to parents of children who are allocated places at Backwell.

17. CHILD PROTECTION

The school has a role to play both in trying to prevent abuse of children and in referring any suspected abuse to the appropriate agencies. This involves us in trying to give students the skills, attitudes and confidence they need both to resist abuse in their own lives and prepare them for responsibilities in adult life.

The welfare of the children in the school is paramount and overrides all other concerns such as confidentiality. Staff at the school receive training regarding child protection and are obliged to pass on any concerns they may have to the Assistant Head responsible for Child Protection. The school may then follow statutory procedures and refer the matter to outside agencies, usually Social Services. Parents should be aware that the school does this whenever it considers there may be any risk to a student of neglect, physical, or sexual or emotional abuse. In making the referral the school is not making a judgement as to what may or may not have happened but is ensuring that the matter is investigated by the appropriate professionals so that both children and adults receive any necessary support. The Governors' Policy Statement on Child Protection is available on the website or from the school.

18. GOVERNORS

The school's governing body consists of: four Local Authority-appointed governors, seven parent governors, three staff governors, five community governors and the Headteacher.

Agendas and minutes of governors' meetings are displayed on a noticeboard outside the Head's PA's office. Parents interested in the work of the governors or in becoming a governor are welcome to telephone the Bursar for more information. Governors' policy statements on the following topics are available on the website and from the school.

- On the Curriculum
- On Race Equality and Cultural Diversity
- On Students with Special Educational Needs
- On Collective Worship
- On being a Healthy School
- On Sex Education
- On Child Protection
- On Attendance
- On Behaviour
- On Bullying
- On Charging and Remissions
- On Health and Safety

The Governors' Publication Scheme on information available under the Freedom of Information act is available on the website and from the school.

19. DESTINATIONS OF STUDENTS LEAVING IN 2008

What do our students do after Year 11?

Backwell Sixth Form	196	(71%)
Other post-16 institutions	58	(21%)
Work-based training	8	(3%)
Employment	4	(1.5%)
Not in education, employment or training	3	(1%)
Other	8	(3%)

What do our students do after leaving the Sixth Form?

Higher Education	95	(61%)
Further Education	17	(11%)
Rejoin Year 13	11	(7%)
Not in education, employment or training	1	(0.5%)
Other, mostly taking a gap year before higher education	9	(6%)

Figures are from Connexions. Percentages to the nearest 0.5%.

It is intended that this prospectus should give parents a clear idea of the organisation and philosophy which exist in this school. Unless parents come to see the Headteacher about any specific proposal to which they object it is expected that they will support school policy as it has been outlined.

This document gives information which is correct at the date of publication shown below. It should not be assumed that there could be no change before the start of or during the school year 2009/10.

This prospectus is given to all enquirers. Updated information is available annually from the school on request.

September 2008

20. PUBLIC EXAMINATION AND ASSESSMENT RESULTS

Here is a summary of our results at the end of Key Stage 3, 4 and 5 over the last five years. Percentages have been rounded to the nearest whole number. The 2008 results can be found in greater detail in our Examination Results booklet.

Key Stage 3 SATs

Percentage of students achieving levels in core subjects:

Year	English			Science			Mathematics			
	5+	6+	7	5+	6+	7	5+	6+	7+	8
2004	83%	49%	20%	85%	54%	19%	87%	64%	31%	7%
2005	92%	64%	20%	80%	54%	19%	86%	62%	33%	8%
2006	82%	38%	8%	87%	59%	25%	88%	75%	53%	16%
2007	83%	36%	6%	86%	58%	23%	83%	72%	45%	20%
2008	We have not yet received full SAT results for 2008.									

GCSE

Percentage of students achieving GCSE grades:

Year	5 A*-G	5 A* - C	5 A*-C including Mathematics and English
2004	97%	73%	
2005	98%	73%	
2006	96%	66%	
2007	99%	79%	70%
2008	97%	77%	71%

A Level

Percentage of examination entries graded at:

Year	A	A-B	A-C	Pass
2004	21%	48%	73%	97%
2005	23%	52%	75%	99%
2006	22%	48%	74%	98%
2007	3-	55%	81%	99%
2008	31%	53%	79%	99%