



Transition from Primary School

Students joining Stroud High School are supported through a comprehensive package of pastoral and academic transition.

Over the last couple of years we have worked with local schools to develop transition arrangements which have been highlighted in HMI Chief Inspector's Annual Paper as an example of best practice.

All students are visited in their primary school by a member of the Year 7 team or Senior Leadership Team. The 'Stepping up to SHS' box, which is given to the students as part of this visit, provides the students with useful information about the school and also includes activities to complete in the core subjects alongside a creative activity and a booklet to complete about themselves. The completed activities give the Year 7 teachers and tutor team essential information to support the students, both academically and pastorally. As a school we also communicate with the feeder primary schools, regarding both the pastoral and academic transition of the students.

Students attend an Induction Day, and Parents/Carers are invited to an Information Evening in July. During the Induction Day students will have the opportunity to meet other girls in their tutor group and in their year group as well as attending a variety of 'mini-lessons' to familiarise themselves with the school environment. Contact between the students over the summer holiday is encouraged through the use of the 'Buddy-Chat' zone of the school's web site.

The start to Year 7 is also carefully planned to enable smooth transition into Stroud High School. The students are supported by their 'buddy' in Year 8 and also will have contact with the older girls in our school community by belonging to a 'house family'. Parents/Carers are also invited to the school for the Year 7 Welcome Evening and the 'Bring your Parents to School' events in term 1.

Achievements

Academic Achievements:

We are proud of our record of academic success. Our aim is to ensure that every individual student is supported to achieve her full academic potential; 'personal best' rather than academic attainment is at the heart of the school's values.

Stroud High School often features in the top one hundred state schools of all the major newspapers' league tables, including those based on value-added results.

In 2017 91% of all grades were A*-B or 9-6 on the new grades, with 23% of all grades in English Literature, English Language and Maths at the new highest level of Grade 9. Across the country, 2,000 students achieved 9s in all 3 subjects, 5 of those students were at Stroud High School. A level results showed a pass rate of 97% with 13% of those results at A* and 65% at A*-B grades.

Most recent Section 5 OFSTED Inspection December 2010 – Published 2011:

'Girls thrive at this excellent school. Outstanding academic achievement is matched by exceptional personal development. Stroud High School students are confident, articulate and exceptionally well-behaved. Their industry in lessons is matched by their commitment to making the most of the excellent range of extra-curricular opportunities provided by the school. Girls get on extremely well with each other and benefit from the excellent relationships they enjoy with their teachers.'

'Teaching benefits from teachers' expert subject knowledge which enables staff to prepare students for public examinations, especially GCSEs extremely well.'

'The school's outstanding academic curriculum is matched by first-class provision for personal development. A wide range of academic subjects is offered and links have been established with other local providers.'

'The school provides excellent care for all groups of students.'

'Students thrive because the school's focus on 'personal best' ensures that all students know that they are treated as individuals.'

'This good and improving sixth form now successfully secures far more applications from external candidates than before.'

'Inspectors [...] judged that the leadership of the school is outstanding.'

More details from the report (Inspection no 357814) can be found at www.ofsted.gov.uk/reports.

In January 2013 the school was subject to a an English subject survey inspection, following which Ofsted graded the English teaching in the school as 'Outstanding' in all areas: Achievement, Quality of Teaching, Quality of the Curriculum and Effectiveness of Leadership and Management.

Care and Welfare of Students

Pastoral care is an integral part of the whole educational experience offered to our students and is not a distinct entity. It underpins every aspect of the students' experience in school, and exists, not for its own sake, but to enable students to achieve their personal best. The school's Pastoral Care aim is to offer the best possible care by providing support and guidance for students in an environment which is characterised by good relationships, mutual respect and tolerance.

Pastoral Care is provided by a year based structure. On entry to the school each student is allocated to a tutor group with a personal tutor who has daily contact with the students and is responsible for dealing with day to day matters, as well as monitoring overall progress and providing guidance. Tutors are supported by Year Leaders and the Assistant Headteacher who work closely with parents, support services and welfare services.

Students remain in the same tutor group with the same tutor as far as is possible. This enables the tutor and the student to develop a good relationship. The Year Leader has responsibility for all



students in a year group and works closely with his/her colleagues to maintain co-ordinated support for students.

All tutor groups are part of a House system which also provides opportunity for the wider personal development of students.

Houses are an important part of school life and are entirely led by our sixth form students. They provide an excellent opportunity for students to learn important skills such as how to lead a team, how to motivate and inspire others. All students are all encouraged to participate in house challenges throughout the year. A healthy rivalry between houses promotes competition and fun within the school. A broad range of challenges provides every student with the opportunity to represent their house and earn points. Whether it is competing in spelling bees, submitting their best creative writing, producing their house panto or entering a project in a science fair, all students can help their house win the overall prize which is rewarded with the annual "afternoon of fun".

In addition, houses provide the mechanism for students to work together in teams across the whole school and get to know students in the older years. All students belong to a house family as well which is made up of 1 student from each year group. They meet weekly to get to know each other, provide support and simply have some fun together.

Care and support for students is monitored by the Assistant Head, Mrs Nadine Moore.

Students with Special Educational Needs (SEND) or additional educational needs (AEND) at Stroud High School fall largely into three categories: students with recognised physical disability, students who have a specific learning difficulty which provides students with additional challenges in reaching their full potential, and very able students. Students with additional needs are supported by the SENCO and their tutor. Gifted and Talented students are supported within subjects taught and monitored by subject leaders.

The school has in place an Equality Policy to ensure disabled students are not treated less favourably than other students. Further details about the admission of pupils with disability can be obtained from our Admissions Officer Mrs Pauline Blacklock and details about facilities and arrangements for disabled students and students with special educational needs are available by contacting Mrs Nadine Moore.

Keeping Children Safe

We are committed to ensuring the safety and well-being of all our students. All staff are regularly trained on issues relating to keeping children safe. If you have a concern over a young person, the Designated Safeguarding Lead in the school is Mrs Nadine Moore.

Digital Futures and Online Safety

At Stroud High School we take our students' digital futures and online safety very seriously. In 2011 we became the first school in the South West to achieve the SWGfL 360° e-Safety Award, which we renewed in 2014 and again in 2017.



Students are delivered a comprehensive package of online safety learning through the tutorial programme, through assemblies and through the Personal Development curriculum. Parents are kept informed regarding the latest issues through talks at annual Parents' Information Evenings, and are also updated regarding current issues throughout the year via our parent e-mail system. We make excellent use of both national and local research to keep our practice current and ensure all stakeholders are well informed.

Students are actively involved in innovative projects such as organising our 'Social Media Free Week' in January which raised over £1,000 in 2017 for Teens In Crisis, and the 'Women Taking Control Of Their Lives' campaign initiated by our Year 9 girls to empower girls and young women everywhere say 'no' to anything online that makes them feel uncomfortable.

Our Student Council has an e-Safety representative to attend the Governors' e-Safety Group and the student Wellbeing Group is active in looking at how best to support students in this area.

The Curriculum

The focus for all students is to achieve their 'personal best' and our broad, varied and challenging curriculum enables students not only to develop essential skills to prepare them for their futures, but also to pursue their particular interests. At Stroud High School we encourage our students to become successful through an understanding of the Key Stage 2 curriculum and their Primary School experience, upon which we build for, and support them in becoming effective independent learners ready for new challenges when they leave us at the age of 18.

Pre GCSE/Key Stage 3 (Years 7 – 9)

All students take the following courses: Art, Computing, Design Technology (Food, Textiles and Resistant Materials), Drama, English, French, History, Geography, Mathematics, Music, Physical Education, Religious Education and Science. In Year 8 students choose either German or Spanish as a second Modern Foreign Language.

All students also follow a course of Personal, Social, Health and Economic Education which we call Personal Development. Citizenship is delivered through a number of different subjects and all students in Years 7, 8 and 9 have an annual Citizenship Day.

Key Stage 4 (Years 10 -11)

All students will study GCSE courses in: English Language and Literature, Mathematics and Science (either Double Award or the three separate sciences).

Additionally students take further GCSE options from a range of courses including:

- Art and Design (Fine Art, Graphics or Photography)
- Business Studies
- Computing
- Drama



Food Preparation and Nutrition
French
Geography
German
Graphic Products
History
Computer Science
Modern Languages (French, German or Spanish)
Music
PE
Religious Education
Resistant Materials
Spanish
Textiles

There are non-examination courses in Ethics and Philosophy, Physical Education, Personal Development and Citizenship.

Sixth Form

Stroud High School and Marling School work collaboratively to offer a wide range of courses and subject combinations. The Sixth Form Prospectus has further details.

All students are expected to study 3 or 4 A level subjects alongside an Extended Project Qualification, in addition to our enrichment and tutorial programme. We believe that this provides our students a full and demanding curriculum in preparation for the future. Approximately 85% of girls go onto higher education after leaving school, with the majority taking up degree courses at prestigious universities.

Careers Guidance

Students are supported by a full programme of independent and unbiased Careers Education, Information, Advice and Guidance in each academic year, which is delivered by the Schools' Careers Service, our external providers based at SGS College. This support extends across GCSE and A level choices through to application for university courses and higher apprenticeships.

Religious Education

Religious Education is an important part of our students' education. Courses are based around the guidance of the Gloucestershire Agreed Syllabus and are developed around key concept-based questions.

All major world faiths are studied using a range of philosophical inquiry and ethical studies, alongside the exploration of belief systems outside of these faiths. Students are encouraged to join in wide-ranging discussion in order to come to an understanding of both the content and context of



those whose beliefs differ from their own. Key skills and academic rigour are at the core of these studies.

Physical Education

Through PE we aim to teach in such a way that activities are motivating and fun, satisfying to achieve and include all students.

The PE department is dedicated to ensure that physical education offers opportunities for all its students to become more skillful and intelligent performers, acquire and develop skills, perform with increasing physical competence and confidence, learn how to select and apply skills, tactics and compositional ideas, set targets for themselves and compete against others, individually and as team members, understand what it takes to persevere, succeed and acknowledge others' success, take the initiative, lead activity(ies) and focus on improving aspects of their own performance, discover their own aptitudes and preferences for different activities, make informed decisions about the importance of exercise in their lives and develop positive and healthy attitudes to participation in physical activity.

The ultimate goal is to create a lasting desire in students, through their school experiences in physical activity so that they choose to be involved in physical activity for the rest of their lives

Personal and Social Education including Sex and Relationships Education

The school places great emphasis on the value of Personal, Social and Health Education. Our Personal Development programme is designed to ensure continuity and progression throughout the school.

The Sex and Relationships Education programme has been planned so that year on year it builds in depth and complexity. Moral and emotional questions are addressed through a planned scheme which aims to develop the skills and attitudes necessary to cope with relationships within a rapidly changing society.

Stroud High School has a planned programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives now, and in the future. Our programme develops the qualities and attributes pupils need to thrive as individuals, family members and members of society and promotes the spiritual, moral, cultural and physical development of pupils.

Personal Development and Extra-curricular activities

Extra-curricular activities are strength of the school. We challenge our students to take as many opportunities each year as they can and we celebrate their involvement and achievement in a number of different ways, including through the AAA Award.

The opportunities the girls are given ensure they develop skills and competencies whilst obtaining vital qualities which build character. Teaching staff and support staff contribute to clubs, activities and trips and visits including full participation in our Enrichment Programme "Rush Week" which happens at the end of each year.



AAA Award

All students are challenged to take part in our AAA scheme. The question behind the AAA is "Who are you and who do you want to be?" and is designed to be a scaffold for them as they explore their potential in all areas of life.

Charitable Fund Raising

Charitable fund raising is an important aspect of the school's work and occurs throughout the year and includes non-uniform days. In the final week of Term 2,

Y13 hold 'RAG Week' (Raising, Awareness and Giving), organising a number of lunchtime shows and activities to support the school's nominated charity for the year.

Sport

Over 200 students represent the school at various sports. The PE department encourages maximum participation by students of all abilities and interest. Extra-curricular opportunities exist for team and individual competitions in athletics, netball, hockey, table tennis, rounders, tennis, handball and trampolining. Other clubs of a non-competitive nature are: New Image Rugby, gymnastics, dance, volleyball, badminton, trampolining and soccer. Representation by individuals and teams at County, National and International Levels are a constant feature of the school.



Music

Over one third of students take instrumental lessons. Students have the opportunity to take instrumental grade examinations on a variety of instruments and have a record of success up to Grade 8. Students enthusiastically commit time and effort to choirs, orchestras, ensembles and other groups. Various students play in representative orchestras and competitions and some have appeared on radio and television. There are opportunities for students at any level of performance to take part.

Drama

Drama is also a strength of the school. As well as a drama club for each KS3 year group, whole school performances are held regularly. Each year House Drama also provides opportunities for many girls to perform in front of their peers, including the new tradition of the House Panto!

International School and Foreign Visits

The school has the full International School Award and is twinned with 2 schools in Rustenburg in South Africa as well as developing links with schools in India and South Korea. We have completed two successful Comenius projects and are currently mid-way through an Erasmus project with 6 partner schools. We encourage contact and travel on the international stage with curriculum



exchange visits in the MFL Department for years 9/10 and 12 (with work shadowing) to France, Germany or Spain and in the Politics/History Department to Berlin, Strasbourg, Geneva and New York. Holiday trips are many and varied including annual cultural/activity trips to Germany and Spain plus bi-annual skiing/water sports trips; we have recently led tours of India, Iceland, Egypt, Tanzania, Myanmar and challenge-type excursions to Ecuador, Malawi, Nicaragua and Costa Rica.

Competitions

Students are frequently successful in competitions such as debating, UK Mathematics Challenge and the Junior Mathematics Olympiad, Public Speaking, GCHQ Modern Foreign Language speaking competition, poetry and essay writing competitions.

The house system consists of five houses named after local mills: Arundel, Capel, Griffin, Kimmin and Stanley. Each house is student led and points are accrued for a wide range of activities, competitions and achievements result in a 'fun afternoon' for the winning house in Term 6.

Rush Week

Each year the girls get to participate in RUSH Week (Ramp it Up Stroud High) – a 3 day programme of Enrichment packages. From adrenalin sports to volunteering, from bush craft to theatre make-up workshops, there are packages for all girls to explore new challenges to support their own personal development.



Year 9 camp ensures all girls get entitlement to a residential experience to go alongside their experience at Kilve Court in Year 7.

Admissions Procedure

Admission to Year 7 is by an entrance test taken in September of Year 6. (A late test is available for students relocating to the area after the date of the entrance examination). 150 places are available for the highest ranking candidates, in accordance with parental preferences. Students who qualify but do not get offered a place may be placed on an indicated interest register. If any places become

available, they are filled from this list. Where several girls achieve the same rank, the following criteria are used to determine the order of offers:

- i) A student who is a child in Public Care who achieves the required standard
- ii) Students from families entitled to claim Pupil Premium at the time of the test who achieve the required standard (documentary evidence will be required to demonstrate that the parent/carer is in receipt of the appropriate support payment entitling the student to Pupil Premium)
- iii) Rank order from the entrance test. Where there are a number of students with an equal qualifying result the criterion below will be used to determine those who shall be offered places.

Geographical proximity to the school measured in a straight line from the place of residence. For further details concerning admissions please refer to the Admissions section of the school website.

Special arrangements can be made for girls under the normal age of transfer. Further details are available from the school. Entries to years other than Year 7 can be considered if places are available. Entry to Stroud High School Sixth Form is open to any student who achieves the relevant standards.

The school holds open events in April (Open Morning), June (Open Morning) and October (Open Evening). The Prospective Parents' Evening is an information evening in June which is aimed at parents only due to space limitations.

There is an additional Open Evening to provide further information about the Sixth Form in November.

How does my daughter gain admission to Stroud High School?

Stroud High School is a selective school. To gain a place your daughter must first sit, and achieve the required standard, in the Grammar School Entrance Test.

How do I apply to sit the grammar school entrance test?

You must complete a Grammar School Registration to enable your daughter to sit the entrance test. Information on this will be found on the Stroud High School website www.stroudhigh.gloucs.sch.uk at the appropriate time.

What is the format of the test?

The test consists of multiple choice style questions on verbal ability (comprehension, vocabulary and verbal reasoning), numerical reasoning and non-verbal reasoning. There are two papers, with each test session taking around an hour. Appropriate warnings will be given before the end. There will be a break between the papers of around 20 minutes. At the beginning of each session there is time built in for instructions and some worked examples, the tests themselves will take around 45 to 50 minutes.

Is it possible to obtain some practice papers/sample questions beforehand?



A familiarisation booklet, which gives examples of the sorts of questions used in the test is available from the school website. CEM does not produce commercially available practice materials.

Please be aware that materials sold on the internet, or provided by tutors, other than CEM familiarisation and practice materials, are not genuine CEM materials.

How should my daughter prepare for the test?

Beyond the familiarisation material, the best preparation for the tests is to read books and use mathematics on a regular basis.

When will I get the results?

The results are published in good time for you to be able to complete the Local Authority's Common Application Form.

If my daughter reaches the qualifying standard how do I apply for a place at Stroud High School?

If your daughter meets the qualifying standard you will be informed and can apply for a place at Stroud High School by completing the Local Authority's Common Application Form (CAF) for allocation of school places.

Does the school have a catchment area?

Stroud High School does not have a catchment area.

Parents are responsible for checking with the relevant grammar schools and the Local Authority that this information is still correct at the time of application.

Transport

Students may be eligible for free transport if they live over 3 miles from the school and it is their nearest secondary school. Further information can be obtained from Gloucestershire County Council. Independent paid transport is available to many areas and this information is available on the school website. Parents' groups exist, sharing transport arrangements and as a school we may be able to facilitate this further to support you.

Parents' Participation

The school works in close partnership with parents; our Home School Agreement supports this process. Parents' Evenings and Information Evenings are held annually and a regular news update help to keep parents informed. Parents are encouraged to contact the school whenever they have a concern.

All parents can be members of the Parent Staff Association which holds regular fund-raising activities and which has donated considerable sums of money to the school for a variety of projects including the Sports Hall, music resources, interactive whiteboards, canopies over the quads, the provision of water fountains for students and new tennis courts.

UNIFORM 2017 – 2018

Key Points

- The Jacket is a compulsory item for all students.
- The V-neck jumper is optional.
- Students will be expected to wear their skirt mid-knee or just below.

Regulations surrounding the wearing of the jacket and shirt

Students will be expected to wear their jacket at all times, with the following exceptions

- When a teacher directs them to take it off in lesson time or assembly
- During break or lunch
- On exceptionally hot days – when there will be “jacket free” days.

Year 11 – Optional Black V neck

As senior students in the school, students in year 11 may choose to wear a plain black V-neck jumper instead of the maroon jumper.

There are slight changes in the uniform for summer and winter. Summer uniform begins after the Easter Break (Term 5) and ends after the October holiday (Term 2).

Uniform Item	Available from / Further Info
School blouse with pink and white stripes and long sleeves. A short sleeve version is available for the summer	Trutex or the National Schoolwear centre, Stroud
Fitted jacket with school logo (claret)	Trutex or the National Schoolwear centre, Stroud
Optional burgundy V-neck jumper with school logo	Trutex or the National Schoolwear centre, Stroud
Harrow grey skirt knee length or just below – choice of two styles; <ul style="list-style-type: none"> ➤ Stitched down pleat ➤ Senior 2 pocket skirt 	Trutex or the National Schoolwear centre, Stroud
Harrow grey trousers ; <ul style="list-style-type: none"> ➤ Boot cut ➤ Boot cut button trousers 	Trutex or the National Schoolwear centre, Stroud
Tights must be black or harrow grey. They must be thick and non-patterned. Thinner plain tan tights and grey, white or black ankle socks can be worn in the summer.	

<p>Plain black shoes either flat or with very low heels.</p>	<ul style="list-style-type: none"> • Shoes must be plain – no bows, sparkles • Shoes must be entirely black • Shoes can only be canvas/soft fabric in the summer • Boots cannot be worn in school although they can be worn on the journey to and from school
<p>Conventional coats with no extremes of colour and style.</p>	<ul style="list-style-type: none"> • Coats cannot be worn in lessons, registration or assembly • Lightweight jackets and cardigans cannot be worn in place of coats • Hoodies/optional fleece can only be worn when participating in a school sports event or PE lesson. They cannot be worn at any other time
<p>Scarves can be any style but have to be all one colour – either burgundy, black or grey.</p>	
<p>Hairstyles should not be extreme in either style or colour. Shoulder length hair should be tied back in lessons where it may be hazardous.</p>	<p>Only “natural” hair colours are acceptable.</p>
<p>The only jewellery that may be worn in school is one stud or small hoop worn in the normal position in pierced ears. The studs/hoops can be any style or colour but must be small.</p>	<ul style="list-style-type: none"> • Girls will be asked to remove any jewellery other than those agreed in the uniform code regardless of when the piercing was done • Covered piercings will not be acceptable.
<p>Make up and nail varnish are not allowed in KS3 (Yrs 7-9) although a small amount of concealer or foundation is accepted. A discreet amount of make up is acceptable in KS4 (Yrs 10-11). Nail varnish is not.</p>	<ul style="list-style-type: none"> • At KS4 (Yr 10 & 11), girls may wear a small amount of foundation, blusher, mascara and a thin line of eyeliner • No extreme application of make up; no colours; no lipstick or eye shadow • Girls are expected to respond to the notion of “discreet” with maturity • Girls will be expected to remove makeup deemed by staff to be excessive
<p>Tee Shirts can be worn under shirts but must not be visible.</p>	

The purpose of our uniform is to contribute to the business-like atmosphere of the school and create a sense of school identity. Tutors and teachers will carry out checks at the start of each lesson/session that the girls are presenting themselves appropriately for school and in accordance with the uniform list.

PE UNIFORM 2017 – 2018

The Physical Education uniform must be embroidered with the student's full name on the burgundy shirt, with initials on the skort and shorts and with name tags on every item. The embroidery colour for Year 7 in September 2018 is **Plain white**.

Essential items that must be purchased from National Schoolwear Centre:

- Embroidered school skort – black with burgundy & white insert
- Maroon hockey socks with school logo
- Embroidered school maroon polo shirt with school logo
- Hooded Sweatshirt with school logo
- Tracksuit Bottoms with school logo

Essential items from any retailer:

- Plain black knee length cycling shorts
- Trainers (supportive to the ankle and without a black marking sole)
- White ankle socks
- Football boots for years 7, 8 and 9 only
- Shin pads (compulsory for hockey and football)

Optional items:

- The school tracksuit top available from the National Schoolwear Centre
- School PE Bag available from the National Schoolwear Centre
- Skin Garment available from the National Schoolwear Centre with school logo
- Netball Dress available from the National Schoolwear Centre with school logo
- Tennis racket for summer
- Towel
- Gum shield
- The GCSE PE group will be offered the opportunity to order a personalised black hoodie, which is approximately £20.00

Please note that if your daughter is selected to represent SHS in an inter-school fixture on a regular basis, she will be expected to wear the school tracksuit.

GCSE RESULTS 2017

Subject	9	8	7	6	5	4	3	2 and 1	Totals
English Language	33	36	27	24	3	0	0	0	123
English Literature	31	44	26	18	3	1	0	0	123
Maths	24	33	34	20	9	4	0	0	124
Totals	88	113	87	62	15	5	0	0	370
	A*	A	B	C	D	E	F	G	
Art and Design	19	5	4	0	0	0	0	0	28
Biology	53	15	9	1	2	0	0	0	80
Business Studies	1	7	3	0	1	0	0	0	12
Chemistry	45	13	15	4	1	0	1	0	79
ICT	14	46	40	12	2	2	0	1	117
Drama	1	3	4	3	1	0	0	0	12
Food	5	2	2	0	0	0	0	0	9
French	19	18	6	2	0	0	0	0	45
Geography	20	19	7	1	0	0	0	0	47
German	6	9	3	2	0	0	0	0	20
History	25	18	7	3	2	0	0	0	55
Japanese	1	0	0	0	0	0	0	0	1
Music Studies	6	12	3	0	0	0	0	0	21
Photography	15	4	0	0	0	0	0	0	19
Physics	50	18	7	3	1	0	1	0	80
Product Design	1	1	1	0	0	0	0	0	3
Religious Studies	11	11	3	0	0	0	0	0	25
Spanish	23	19	13	9	1	1	0	0	66
Sports Studies	6	8	12	5	1	0	0	0	32
Textiles	7	7	2	0	0	0	0	0	16
Totals	328	235	141	45	12	3	2	1	767

Subject	**	A*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	Totals
Double Science	17	6	0	9	3	4	1	1	2	0	1	44

A LEVEL RESULTS 2017

Subject	A*	A	B	C	D	E	U	Totals
Art and Design Graphics	0	0	1	0	0	0	0	1
Art and Design Photography	4	6	2	0	0	0	0	12
Biology	5	12	9	6	11	7	3	53
Business Studies	0	1	1	0	2	1	0	5
Chemistry	3	9	7	4	8	1	2	34
Computer Studies/Computing	0	0	0	0	1	0	0	1
D& T Product Design	0	0	1	1	0	0	0	2
D&T Textiles Technology	1	1	0	1	0	0	0	3
Drama	0	2	3	1	0	0	0	6
English Language and Literature	0	0	3	2	1	0	0	6
English Literature	12	12	18	7	3	0	0	52
Fine Art	2	2	2	2	0	0	0	8
French	3	6	3	1	0	0	0	13
Geography	1	8	9	7	3	2	0	30
German	1	1	0	1	1	0	0	4
History	2	5	13	1	3	0	0	24
Mathematics Further	1	1	0	0	0	0	0	2
Mathematics	4	8	10	9	3	0	0	34
Music	0	1	3	3	0	0	0	7
Physics	0	2	4	1	4	0	0	11
Politics	4	9	2	2	0	0	0	17
Psychology	6	1	9	9	2	1	1	29
Religious Studies	1	0	2	1	0	1	1	6
Sociology	2	3	2	4	4	0	1	16
Spanish	0	4	1	1	0	0	0	6
Sport/PE Studies	0	1	1	1	1	1	0	5
Totals	52	95	106	65	47	14	8	387