



**Brine Leas School** An Academy

# School Prospectus 2020

## Intake Information

(for entry in September 2021)



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Dear Parents and Carers,

## **CHOOSING BRINE LEAS SCHOOL**

### **Introduction**

Brine Leas School is situated in a wide semi-rural catchment area. It stretches from the Shropshire border to the south, the Staffordshire border to the east, half of the town of Nantwich and many villages in between. For more detailed information, please check the Local Authority website ([www.cheshireeast.gov.uk](http://www.cheshireeast.gov.uk)) and follow the links, or alternatively call the school.

The school is both very popular and successful. In 2020, we were oversubscribed; we had 268 first choice applications for 240 places and some students gained a place on the distance criteria. Following the Appeals process, a total of 245 students were admitted into Year 7 in 2020. Our aim is to involve children in school life as much as possible and to create a happy learning environment. In lessons, staff prepare interesting and stimulating work and, as I frequently walk around the school, I am privileged to see staff and students enjoying an excellent working relationship. This is a school where we try to allow children to develop and learn, both in and outside the classroom. We still have a wide range of visits, both in the United Kingdom and further afield and we all benefit from seeing each other out of the classroom. For many families, the choice of school is automatic and there is very little decision to be made. However, choosing a secondary school can be daunting for some and it can be a period of anxiety.

Within this newly updated prospectus pack you should have:-

- The prospectus booklet containing a general introduction to Brine Leas School.
- A guide with information specifically aimed at those applying for Year 7 place in September. This contains admissions, intake, pastoral, curriculum and examination results information.
- A supplementary booklet containing the Ofsted Report 2017 and school policies that are particularly relevant to the Year 7 intake process.

A separate prospectus is also available for our Sixth Form.

After 20 years at Brine Leas, this is my second year as Headteacher and, like all educational establishments, there has been some challenging times for the school over the past 6-7 months due to the Covid-19 pandemic. However, our challenge remains the same, to provide the best education to our students, securing the best outcomes and preparing learners for the next stage of their journey.

### **Academy Status**

The school was a standalone Academy for 6 years and converted to Multi Academy Trust status in August 2016. As such, we enjoy more freedoms and funding that finds its way directly to our children. Across the county there are now more secondary Academies than maintained High Schools; however, our Admissions Procedure is part of the Local Authority Coordinated Admissions scheme.

### **Process**

Normally, we encourage parents and students to come into school to have a look around, either on open day/evening or during a normal school day. However, these are not normal times and currently we cannot facilitate this.

However, there is a virtual open evening available to all prospective parents/students and this is available via the school's website ([www.brineleas.co.uk](http://www.brineleas.co.uk)).

You should receive an application pack via your child's primary school, or you can go online via the Cheshire East website, <http://www.cheshireeast.gov.uk/schools/admissions.aspx>. Do ensure that you complete the application form and return it in good time (by 31st October 2020 at the latest). Simply because you live in the catchment area does not guarantee you a place at the school and the application process still has to be followed.

### **Reasons for Applying**

The school has a very good reputation locally. For many years, we have consistently enjoyed examination success. The last OFSTED report gave us a rating of Good for main school and Outstanding for BL6. I would suggest a thorough read of the report as it is very positive.

As you know, 2020 has been an unprecedented year, without any external examinations for Years 11 and 13. Whilst the school unable to report on external results for this year, as outcomes were based purely on Centre Assessed Grades (CAG's), the school's data suggests that the 2020 cohorts would have achieved excellent results that met the schools targets. Aside from examination success, one of the key factors in all the surveys that we carry out is that the overwhelming majority of students enjoy coming to Brine Leas School and are happy here and the House System is the bedrock upon which the school rests.

### **Facilities**

The school is constantly being updated and improved. Over the last few years, there have been numerous improvements to the school's sports facilities, a new specialist ICT Language room has been completed and many parts of the school have been redecorated and upgraded with computer projectors. There have also been continuous improvements to outside social areas and recreational facilities – shading gives welcome shelter from both the rain and sun, and donations from the PSCA have seen additional seating areas around the school site. In addition, the maths corridor was totally refurbished in 2017 and two new Food rooms were completed just two years ago. New classrooms, laboratories and toilets were completed last year. In addition, we have received news that the school has successfully bid for funding to replace the last of its mobile classrooms and work on this will take place throughout next academic year. In the canteen, over seven hundred meals are served daily and the children know that the meals will be good and the welcome friendly.

### **Conclusion**

If you wish your child to come to Brine Leas School, I hope that they receive a place. Based on the current numbers of Year 6 children in partner primary schools, we may take students from outside of the catchment area again. I believe that the school has much to offer and that our students are prepared for their future lives and make lifelong friends. Nearly all of our students do better in examinations than their intake information would suggest. This is simply because they enjoy being here, get involved in school life and are very well taught.

Yours faithfully



David Cole  
Headteacher

# ADMISSIONS KEY DATES

## For Admissions to Year 7 in September 2021

### From 14<sup>th</sup> October 2020

An online virtual open evening including a presentation by the Headteacher is available via the school's website ([www.brineleas.co.uk](http://www.brineleas.co.uk))

### Thursday 31<sup>st</sup> October 2020

Closing Date for Applications

This is the closing date set by the Local Authority for applications for Year 6 into 7. Further information can be found on the Cheshire East Website ([www.cheshireeast.gov.uk](http://www.cheshireeast.gov.uk)).

### Monday 9<sup>th</sup> December 2020

Closing Date for Supporting Documents

This is the closing date set by the Local Authority for any supporting documentation relating to applications for Year 6 into 7.

### Monday 1<sup>st</sup> March 2021

Offers Released

This is the closing date set by the Local Authority for the release of offers for Year 6 into 7 places.

### Monday 14<sup>th</sup> March 2021

Deadline for Accepting Places

This is the closing date set by the Local Authority for families to accept or refuse the places offered. The Local Authority reserves the right to withdraw places that are not accepted.

### After 16<sup>th</sup> March 2021

Waiting Lists Prepared

Waiting lists are prepared in criteria order and vacancies re-allocated. Parents and carers who are offered places on this basis will be required to accept or decline the place offered within 10 school days of the offer being made.

### Monday 29<sup>th</sup> March 2021

Closing Date for Appeals Applications

This is the closing date set by the Local Authority for families to submit an appeal application.

# ADMISSIONS POLICY

The school's Admissions Policy is produced and published in accordance with the Schools Admissions Code. The oversubscription criteria is clearly stated within this policy. It is reviewed and published annually and relates to admissions for the year included in the policy. The Admissions Policy cannot, therefore, be used as a guide to prospective parents for children whose transition to secondary school is, or will be, in any other year.

A copy of the Admissions Policy for 2020-21 is included in the second prospectus booklet.

Information on Admissions will be available at the school's Virtual Open Evening (see Intake Dates for information) or alternatively, please contact the school on 01270 625663.

## BREAKDOWN OF YEAR 7 ADMISSIONS TO THIS SCHOOL IN SEPTEMBER 2019

	Number of Applications Received	
Number of Applications Received (inc. late applications)	514	
Number of Places Allocated	245	
Number of applications stating Brine Leas as their first choice (including late applications)	268	
Number of applications stating Brine Leas as their second or third choice (inc. late applications)	246	
<b>NUMBER OF ADMISSIONS AGREED IN LINE WITH THE PUBLISHED CRITERIA AT ALLOCATION - (1 March 2019)</b>		
i.	Children with a statement of Special Educational Needs	6
ii.	Cared for Children (a child who is in the care of a local authority or provided with accommodation by that authority).	6
iii.	Children resident within the designated catchment area of the school.	171
iii.	Siblings.	17
iv.	Children of Staff	3
v.	Children not resident within a school's local catchment area but attending a school designated as a partner school for admissions purposes, as out of area pupils.	16
vi.	Children living nearest to the school measured using the Local Authority address measuring system.	26
Furthest distance to qualify under criterion vii		1.47 miles

# INTAKE KEY DATES

## For Admissions to Year 7 in September 2021

### October 2020

Virtual Open Evening  
[www.brineleas.co.uk](http://www.brineleas.co.uk)

Information on the school will be available for the local community, prospective parents and students, friends and families. This includes a presentation by the Headteacher and a tour of the school.

### May 2021

Primary Visits

The Transition Lead and/or one of the transition team will arrange to visit children in their primary schools to discuss the move to Brine Leas School.

*Should the situation relating to Covid-19 not enable these visits to happen in the normal way, the school will make alternative arrangements for this part of the process\*.*

### June 2021

Intake Evening

All families of children that have been offered a place at Brine Leas will be invited to an evening to receive more detailed information about the school and the transition process. There will also be the opportunity to meet Progress Tutors, the Head of Year 7, the Transition Leader and members of the school Leadership Team.

*Should the situation relating to Covid-19 mean that this event cannot take place, the school will make alternative arrangements for this part of the process\*.*

### June/July 2021

Intake Day

All children that have been offered a place at Brine Leas will be invited to attend school for one day, following a typical timetable and sampling the curriculum on offer.

*Should the situation relating to Covid-19 not enable this day to take place, the school will provide primaries with relevant resources to provide information to pupils in their own school setting\*.*

### July 2021

School Uniform Sales

The school will be open for the sale of new and second hand uniform via the school suppliers.

\* This is based on the situation at the time of writing the prospectus, which uses the assumption that schools will be open and operating normally but with restrictions in place, meaning that alternative arrangements are possible. An assessment on feasibility will be made nearer to the time.

## September 2021

New School Year

During the initial few weeks of the first term, the following information evenings will take place:-

Year 7 Welcome Evening

Year 7 Pastoral Evening

Year 7 Residential & Instrumental Evening

*Should the situation relating to Covid-19 mean that these events cannot take place in the usual way, the school will make alternative arrangements for this part of the process\*.*

## October/November 2021

Year 7 Residential

All Year 7 students will have the opportunity to take part in the residential to a fantastic new facility in the Lake District where they will participate in exciting activities and team building exercises.

*Should the situation relating to Covid-19 still affect the potential for residential visits, the school will aim to provide some alternative activities within the school setting\*.*

## December 2021

First Report Home

The first data collection report will be available to parents/carers via 'My Child at School'.

## Spring/Summer 2020

Year 7 Parents' Evening\*

Parents/carers will have the opportunity to make appointments for a short discussion about progress.

\* This is based on the situation at the time of writing the prospectus, which uses the assumption that schools will be open and operating normally but with restrictions in place, meaning that alternative arrangements are possible. An assessment on feasibility will be made nearer to the time.

# TRANSITION AT BRINE LEAS SCHOOL

From either Year 11 to Sixth Form, from KS3 into KS4, or from Year 5/6 into 7, we pour energy and resources into giving advice, guidance and support to students and families.

We are delighted that you are considering Brine Leas School as your child's next school. Our aim is that all our students should feel both happy and confident in school as quickly as possible. To foster this, we encourage parents<sup>1</sup> and children to visit the school during working hours to experience the culture and atmosphere for themselves. We invite potential new students and their families to look around the school throughout the year.

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<sup>1</sup> For the purpose of clarity, the term 'parent' has been used throughout this document. Please accept that it embraces anybody who has parental responsibility for a child.



Our Virtual Open Evening and tour gives everyone in the community the opportunity to look around the school and provides additional information about the school.

If you choose Brine Leas and are successful in gaining a place, then we have an extensive Induction Programme for both students and their families. This begins with visits to each primary school to meet all children who will be attending Brine Leas.

The Intake Programme shows all the events that the school organises to make the transition process successful. It is a busy programme and is aimed at ensuring our new students settle into school life at Brine Leas quickly and successfully.

In September, our new students in Year 7 follow a carefully prepared programme, which allows them to learn how the school is organised, to appreciate what is expected of them, to make new friends and establish excellent work habits.

In previous years (currently with the exception of just 2020), the first half term ends with the annual Year 7 residential trip. This is when all Year 7's are given the opportunity to visit the YMCA Lakeside Centre at Lake Windermere. We have always been particularly proud to be able to offer a residential trip for the whole cohort and believe that our students gain enormously from the activities on offer as well as the opportunity to make new friends and take part in team building exercises. They usually come back exhausted but full of exciting stories about their experience. We sincerely hope that we are able to revive this annual tradition in 2021.

## **COLLECTING DATA FROM PRIMARY**

As part of our Transition process, we aim to ensure continuity between schools. Our Transition Lead works closely with all our primary partners, collecting data on each and every student joining us at Brine Leas School. This enables us to make arrangements to have a positive and effective start in those first crucial weeks of Year 7.

In addition, we conduct tests in English and mathematics to assess levels of understanding and ability.

We nurture children and also hope to challenge and inspire them.

## **EQUALITY & FAIRNESS**

The school is dedicated to ensuring equality and fairness across the whole school community and the school's Positive Schooling Programme and the operation of the Head of Key Stage and House System support this ethos. Also, the school operates according to its Child Protection (Safeguarding) Policy and Inclusion Policy.

Brine Leas School believes that every student has the right to be educated in a safe environment that:-

- is free from violence;
- is free from theft;
- is free from discrimination;
- is free from verbal, physical, social and sexual abuse;
- strives to protect the victims when any of the above freedoms are violated.

# CONTACT WITH FAMILIES

We aim to develop an active partnership between the school and the community, and contact is encouraged at all levels.

There are formal Parents' Consultation Evenings take place. These are normally found in the school calendar. In addition, 'blue cards' inform parents of their child's academic performance including their general attitude to learning. Problems arising with a student are referred to parents as a matter of course and we always welcome parents into school, by appointment, to discuss the progress of their child.

We don't pretend to be perfect and a healthy dialogue between Brine Leas School and our parents ensures the best possible education and care are provided; usually, this is done through the Progress Tutor initially. As the school website develops, key information is displayed and a calendar of events keeps families up to date with the exciting programme. This is a vital aspect of our School and Home Partnership. We are also very active on Twitter and would encourage you to follow us @BrineLeas.

All parents are given access to 'My Child at School' where they can monitor attendance, behaviour, homework, make parents' evening appointments and much more.

The school enjoys the support of an active Parent, Staff & Community Association (PSCA), which works extremely hard; its work is greatly appreciated, both for the creation of more informal links between the school and the local community and for the funds raised to support teaching at classroom level.

Sometimes, help and guidance may be sought from Social Care, Educational Psychologists or other outside agencies. This level of support will be coordinated through our Student Support Team who use a one to one approach to understanding individual student's needs.

# ANTI BULLYING PROGRAMME

The school has a well-developed and effective programme for discouraging and dealing with bullying. During our last inspection, OFSTED said that bullying 'was rare ..... and dealt with effectively', but we remain alert to deal with any issues that will always arise in large groups of students.

We regularly survey children and listen to their views and our Anti-Bullying Policy is available to view on the school website.

Many students become E-safety, Kindness Ambassadors or Safeguarding Ambassadors, offering peer support to others to make sure every student feels that they have someone to talk to in any situation. We also have kindness merits to reward students when they show care to others.

# THE ROLE OF PROGRESS TUTOR AND KEY STAGE LEAD

All children need the reassurance of a secure relationship with their 'own' Progress Tutor and a range of activities and interests that will reward their interest and enthusiasm.

The Progress Tutor will know the most information about your child's attainment and personal development throughout school. They are also the strongest link to parents. We have, therefore, created a care structure that emphasises continuity and individual involvement. There are five Progress Managers who support behaviour and academic progress across the whole Year Group.

Each child is placed in a Progress Group (where everyone is in the same House – see House System below) with a tutor who is responsible for the child's wellbeing and progress in school. There are nine Progress Groups in most Year Groups.

The Tutor usually remains with their group throughout KS3 and KS4. This way, they can provide continuity of care for the student and their family.

## THE HOUSE SYSTEM & STUDENT SUPPORT

At KS3 and KS4, there are over 1100 students. This is large enough to be exciting and well resourced, whilst ensuring that every student is known and valued as an individual.

The House system is probably the key aspect of school life for most students. Its competitions, social activities, rewards and responsibilities stimulate loyalty, involvement and much enjoyment. It is this sense of purpose that is so important in the school's overall approach to learning. Long after they have left Brine Leas, our students remember the fun they had and friendships they made through House events and competitions.

There are three Houses at Brine Leas School: Audley, Lovell and Warwick. Each House is led by a Head of House and there is an overall Head of Houses to co-ordinate the system across the school.

All students are placed in a House when they start in Year 7. Students within a tutor group will all be in the same House. The House system is a vertical structure, so that each House has students from each Year Group. For example, in Year 8, three Progress groups will be in Audley, three will be in Lovell and three will be in Warwick.

The students take ownership of our Student Support System. They are placed in positions of responsibility within each House. In addition, the school has a student leadership team, Prefects, Peer Mentors, Safeguarding Ambassadors and Progress Representatives. House Officials, student leadership team and those placed in areas of whole school responsibility are all expected to set an example to others.

# POSITIVE SCHOOLING & REWARDS

All students have the right to learn and all teachers have the right to teach. This is the foundation of the school's code of conduct. Students who work well and do their best are rewarded.

We believe that students need to be encouraged to do their best at all times. At Brine Leas School, there are three key elements in our "Positive Schooling" approach:-

1. We emphasise and encourage student involvement in a wide range of activities, not simply extra-curricular clubs and societies but House competitions as well.
2. In lessons, we operate a merit and reward system that positively encourages students to stay on task, perform to the best of their ability and make outstanding progress.
3. The school has a well-defined Code of Conduct that all students are expected to follow. Outstanding learning behaviour is an essential part of the school's daily life

The school's Student Behaviour (Positive Schooling) Policy is available on the school website ([www.brineleas.co.uk](http://www.brineleas.co.uk)).

## CURRICULUM INTENT STATEMENT

We are committed to providing a curriculum with breadth and depth that enables young people to develop and achieve. We do this through providing opportunities for their personal development and by enabling them to achieve their personal best. We strive to prepare young people for life-long learning through providing challenging learning opportunities that motivates and inspires whilst at the same time preparing them for further education and for the world of work. In addition, we provide a broad range of opportunities to promote active community involvement thus preparing young people for life in modern Britain

## CURRICULUM POLICY

The school's curriculum policy is written to reflect our commitment to providing an excellent education for all our students. A copy of the policy is included in this prospectus.

More detail information about the school's curriculum offer will be provided to parents of those children that have been offered a Year 7 place at the Intake Evening event (see the Intake Dates section for the date).

# SCHOOL LEADERSHIP, PROGRESS AND PASTORAL LEADS

<b>School Leadership Team</b>	
David Cole	Headteacher
Paul Whitehead	Deputy Headteacher
Emma Bentley	Assistant Headteacher
Charlotte Lewis	Assistant Headteacher
Sarah O'Neill	Assistant Headteacher
Victoria Skelding	Assistant Headteacher
Kate Bradshaw	Business Manager
<b>Extended Leadership Team</b>	
Christopher Barker	Curriculum Leader – Mathematics and Numeracy
Paul Barton	Curriculum Leader – Design & Technology
Christophe Cadour	Curriculum Leader – Business and Languages
Rebecca Dawson	Student Engagement Leader
Emma Dunning	Curriculum Leader – Expressive Arts and PE
Gill Josephs	Curriculum Leader - SEND
Timothy Maclellan	Post-16 Leader
Jonathan Mottram	Transition Leader
Emma Parkes	Curriculum Leader - Sciences
Alice Sharman	Curriculum Leader – English and Literacy
Toby Ward	Pastoral Leader
Suzanne Williams	Curriculum Leader – Humanities & Social Sciences
<b>Key Stage &amp; Progress Leads</b>	
Hayley Bailey	Head of KS5
Laura Corcoran	Head of Year 7
Matthew Hayhurst	Head of KS3
Abigail Jones	Head of KS4
<b>Pastoral and House System Leads</b>	
Angela Beecher	Head of House System
Simon Gresty	Head of Audley
Matthew Hayhurst	Head of Lovell
Nicola Hill	Pastoral Manager
Laura Jones	Head of Warwick
<b>Progress Tutors</b>	
<p>Progress Tutors for the new intake are decided during the summer term. Parents and children that have been offered a place in Year 7 will be notified of their Tutor at the Intake Evening.</p>	

## LOCAL GOVERNING BOARD

Appointed Governors		Parent Governors (Elected)
Mrs A Ashley Mr T Court Mr P Groves Ms M Hennessy Jones	Dr K Jones	Mrs S Turner (Chair)
	Mr T Marsden	Dr D Varley
	Mr M Webb	Staff Governors (Elected)
	Vacancy	Mr T Maclellan
	Vacancy	Headteacher Governor
		Mr D Cole

## BRINE MULTI-ACADEMY TRUST

Brine Leas School is part of Brine Multi Academy Trust. For more information about the Multi Academy Trust (MAT), please see their website [www.brinemat.co.uk](http://www.brinemat.co.uk).

## OFSTED

The school last received an Ofsted inspection in April 2017. We received a good overall grading with BL6 being rated as outstanding. A copy of the full report is included in this prospectus.

## STUDENT ATTENDANCE

The school's attendance figures for the last five years are set out below. This information is based on the May school census for each year.

	2015-16	2016-17	2017-18	2018-19	2019-20*
Number on roll (Year 7-11)	1098	1113	1111	1105	Data not collected due to Covid-19 School Closures
Percentage attendance (Years 7-11)	94.78%	95.05%	95.29%	94.63%	
Percentage of half days missed through authorised absence (Years 7-11)	4.76%	4.15%	4.26%	4.87%	
Percentage of half days missed through unauthorised absence (Years 7-11)	0.46%	0.79%	0.45%	0.5%	

## LIBRARY & RESOURCE CENTRE

At the time of writing the prospectus, the school library is not operating in its normal way due to restrictions as a result of Covid-19. Currently, our library is being used as two classrooms. We

are offering a book lending service and still encouraging the use of Accelerated Reader to track reading.

We do hope that by the time your child starts at Brine Leas, the usual statement relating to the library will be relevant again, which is:- all students are encouraged to use the school library. Permanently staffed, the library has an extensive range of books, magazines and articles as well as multimedia facilities. 'Accelerated Reader' and 'Lexia' is used to track and encourage reading in all Year Groups. All students are given an extensive introduction to the use of the library and independent research is an important aspect of our curriculum. To facilitate this, the library is open at lunch times as well as before and after school. Full details of the library opening times is provided in the school's induction information pack to students that have been offered a place at the school.

## **SCHOOL POLICIES**

Some policies are contained within this prospectus, however, all policies that relate to students, families and the wider community are all available via the school's website ([www.brineleas.co.uk](http://www.brineleas.co.uk)). If you need to speak to someone about a policy, or are unable to access the website and require a copy of a policy, then please contact the school office on 01270 625663.

## **CHARGING & REMISSIONS**

A copy of the school's Charging and Remissions Policy is available on the school's website and a copy is also included with this prospectus.

## **UNIFORM & APPEARANCE**

Brine Leas School believes that the wearing of a full school uniform promotes positive attitudes, high standards and a sense of personal pride. The school therefore has a Uniform and Appearance Policy, which applies to all students in Years 7-11, and is committed to ensuring that this policy is applied throughout the school. A copy of the policy is included with this prospectus. BL6 have their own separate dress code and this is available via the school's website ([www.brineleas.co.uk](http://www.brineleas.co.uk)).

# GCSE 2019 EXAMINATIONS HEADLINES

The table below shows the headline results of the 2019 external GCSE examinations:-

Measure	All Students		Disadvantaged Students		National Average (all other students)	Disadvantaged Gap (measured against national 'all other students')	Disadvantaged Gap (measured against national 'disadvantaged students')
	Number of Students	% of Students	Number of Students	% of Students			
Number of students	215	100%	36	16.7% (vs. 26.5% national)	N/A	N/A	N/A
Students achieving Grades 9-5 in English and Maths	124	57.67%	10	27.78%	49.9%	-22.12%	+3.08%
Students Entered for EBacc	122	56.7%	14	38.89%	44.5%	-5.61%	+11.39%
Students Achieving EBacc (Grade 5+ in all 6 subjects)	36	17%	1	2.78%	17.1% (all students)	-14.32% (vs. all students)	<i>not available</i>
	Points		Points		National Average (all other students)	Disadvantaged Gap (measured against national 'all other students')	Disadvantaged Gap (measured against national 'disadvantaged students')
Progress 8 Score	-0.01		-0.48		0.13	-0.61	-0.03
Attainment 8 Score	52.31		38.31		50.3	-11.99	+1.61
Average Attainment 8 Score (per Entry)	5.23		3.8		5.03	-1.23	+0.13
Average Point Score per EBacc subject	4.07		3.25		4.43	-1.18	+0.17



# GCSE RESULTS 2019 BY SUBJECT

Subject	Cohort Size	Grade 9-7	Grade 9-5	Grade 9-4
3D Design	27	0%	7.41%	7.41%
Art	56	32.14%	76.79%	89.29%
Biology	55	47.27%	78.18%	87.27%
Business	55	21.82%	70.91%	81.82%
Chemistry	47	48.94%	82.98%	97.87%
Combined Science: Trilogy	157	17.20%	52.87%	73.25%
Computer Science	8	25%	50%	75%
Design And Technology	22	18.18%	59.09%	72.73%
Drama	14	42.86%	78.57%	85.71%
Economics	24	37.50%	75%	91.67%
Electronics	3	66.67%	100%	100%
Engineering	23	8.70%	26.09%	43.48%
Engineering BTEC	15	0%	0%	46.67%
English Language	215	26.05%	65.58%	83.72%
English Literature	212	28.30%	72.17%	86.32%
Food Preparation and Nutrition	37	10.81%	35.14%	48.65%
French	53	9.43%	28.30%	39.62%
Geography	50	52%	76%	90%
German	43	2.33%	16.28%	34.88%
Graphic Communication	16	56.25%	81.25%	93.75%
History	89	41.57%	76.40%	85.39%
Information Technologies	4	0%	25%	50%
Mathematics	214	23.83%	65.42%	81.31%
Maths: Additional Mathematics	31	0%	12.90%	19.35%
Media Studies	22	31.82%	90.91%	95.45%
Music	13	30.77%	76.92%	76.92%
Performing Arts	18	50%	61.11%	100%
Physical Education	35	31.43%	60%	68.57%
Physics	48	41.67%	83.33%	91.67%
Religious Studies A	13	61.54%	92.31%	100%
Spanish	85	11.76%	31.76%	45.88%
Textiles	35	22.86%	57.14%	74.29%

# HISTORICAL GCSE RESULTS DATA

## BASED ON PREVIOUS MEASURES

% of Year 11 Students achieving 5 A*-C		
2015	2016	2017
81%	76%	75%

% of Year 11 Students achieving 5 A*-C (inc. Eng and Maths)		
2015	2016	2017
74%	69%	75%

% A* and A's		
2015	2016	2017
26%	25%	23.4%

## BASED ON CURRENT MEASURES

% of Year 11 Students achieving Grade 5 and above (in Eng and Maths)				
Year	2016	2017	2018	2019
<b>BLS</b>	N/A	48	57	57.67
<b>National Av</b>	N/A	39	42	43.2

% of Year 11 Students Entered for E Bacc				
Year	2016	2017	2018	2019
<b>BLS</b>	54	53	52	56.7
<b>National Av</b>	24.7	35	38	40.0

% of Year 11 Students Achieving the E Bacc				
Year	2016	2017	2018	2019
<b>BLS</b>	N/A due to differences in measures	24 (inc Grade C)	31 (Grades 9-5)	17
<b>National Av</b>		19	16.6	17.1

Progress 8				
Year	2016	2017	2018	2019
<b>BLS</b>	-0.06	-0.09	0.36	-0.01
<b>National Av</b>	-0.03	-0.03	-0.02	-0.03

<b>Attainment 8</b>				
<b>Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>BLS</b>	53.5	50	54.4	52.72
<b>National Av</b>	49.9 (optional opt-in)	46	46.2	46.5

<b>Number of Disadvantaged Students In Year 11</b>				
<b>Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Number</b>	39	26	26	36
<b>% of Year Group</b>	18.48%	12.15%	12.20%	16.7%

<b>Progress 8 (BLS Disadvantaged compared to National Non-Disadvantaged)</b>				
<b>Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>BLS</b>	-0.82	-0.44	-0.23	-0.48
<b>National Non Disadvantaged</b>	0.1	0.11	0.1 (estimate)	0.13

<b>Attainment 8 (BLS Disadvantaged compared to National Non-Disadvantaged)</b>				
<b>Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>BLS</b>	38.2	41.3	44.7	38.31
<b>National Non Disadvantaged</b>	N/K	49.8	49.8 (estimate)	50.3

<b>Grade 5 or Above in Eng and Maths (BLS Disadvantaged compared to National Non-Disadvantaged)</b>			
<b>Year</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>BLS</b>	38%	30%	27.78%
<b>National Non Disadvantaged</b>	49.4	50.1	49.9%

<b>% of Students Entered for E Bacc (BLS Disadvantaged compared to National Non-Disadvantaged)</b>				
<b>Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>BLS</b>	15%	46%	50%	38.89%
<b>National Non Disadvantaged</b>	N/K	43%	43%	44.5%

<b>% of Students Achieving the E Bacc (BLS Disadvantaged compared to National Non-Disadvantaged)</b>				
<b>Year</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>BLS</b>	N/A due to differences in measures	25% (inc Grade C)	3.8%	2.78%
<b>National Non Disadvantaged</b>	N/A	25%	28%	17.1%

## **A LEVEL 2019 EXAMINATIONS HEADLINES**

	<b>Number of Students</b>	<b>% of Students</b>
Number of Students	128	100%
Number of Top Grades (A*/A)	106	28.42%
Number of High Grades (A*-B)	200	53.62%
Number of Passes (A*-E)	368	98.66%
	<b>% of Students</b>	
% of A*/A	28.3%	
% of A*-B	53.6%	
% of A*-E	98.7%	
% 3 A*-E	88.3%	
% 2 A*-E	95.31%	
% 1 A*-E	99.22%	
	<b>Points</b>	
APS per student	107.68	
APS per entry	36.69	

# HISTORICAL A LEVEL RESULTS DATA

	2015	2016	2017	2018	2019
Number of Students	121	111	136	136	128
Number of Top Grades (A*/A)	84	78	115	86	106
Number of High Grades (A*-B)	183	165	203	191	200
Number of Passes (A*-E)	351	304	398	383	368
% of A*/A	24%	25.2%	28.4%	22.1%	28.3%
% of A*-B	54%	53.2%	51.1%	50.0%	53.6%
% of A*-E	99%	97.7%	98.4%	98.2%	98.7%
% 3 A*-E	86%	78.4%	73.5%	80.7%	88.3%
% 2 A*-E	99%	91%	94.9%	92.9%	95.31%
% 1 A*-E	100%	97.3%	100%	97.9%	99.22%
APS per student	805 <sup>i</sup>	100	116.9	114.5	107.68
APS per entry	218 <sup>i</sup>	35.8	36.1	34.6	36.69

i – Results are not comparable to later years due to a change in calculating this measure.

## DESTINATION OF SCHOOL LEAVERS

Below are the provisional destinations for school leavers in July 2020; these are based on what route students planned to take:-

Post-16 route Year 11 students	
114	Brine Leas Sixth Form
112	Post-16 courses at an alternative school or college
2	Apprenticeships and employment with training (inc. Armed Forces)
11	Other

At the time of going to print, full information on the destinations for 2020 leavers was not available. Below is the information for 2019 leavers:-

Post KS5 route for Year 13 students	
90	Higher Education
61	Employment / Apprenticeship (inc. Armed Forces)
3	Continued in other education
3	Other (inc gap year)

All images for the BLS prospectus were taken by Tim Jervis, Professional Photography  
([www.timjervisphoto.co.uk](http://www.timjervisphoto.co.uk))