



Brine Leas School An Academy

Year 7 Intake Information

Contents:

Welcome to Brine Leas		
1.	Letter of Introduction from David Cole, Headteacher	Page 1-2

Admissions & Intake		
2.	Admissions Key Dates for Entry to Year 7 in September 2020	Page 3
3.	Admissions Policy	Page 4
4.	Breakdown of Admissions to BLS in 2019	Page 4
5.	Intake Dates for Entry into Year 7 in September 2010	Page 5-6

Transition		
6.	Transition at BLS	Page 6-7
7.	Collecting Data from Primary	Page 7

Pastoral Care at BLS		
8.	Equality & Fairness	Page 7
9.	Contact with Families	Page 8
10.	Anti-Bullying Programme	Page 8
11.	The Role of Progress Tutor and Progress Manager	Page 9
12.	The House System & Student Support	Page 9
13.	Positive Schooling & Rewards	Page 10

Curriculum		
14.	Curriculum Intent Statement	Page 10
15.	Curriculum Policy	Page 10

About Brine Leas School		
16.	School Leadership Team & Departmental Leads	Page 11
17.	School Governors (The Local Governing Board)	Page 11
18.	Brine Multi-Academy Trust	Page 12
19.	Ofsted	Page 12
20.	Student Attendance	Page 12
21.	Library and Resource Centre	Page 12
22.	School Policies	Page 12
23.	Charging & Remission Policy	Page 13
24.	Uniform & Appearance Policy	Page 13

Examination Results & Destinations		
25.	GCSE Results 2019 Overview	Page 14
26.	GCSE Results by Subject	Page 15
27.	Historical GCSE Results Data (including Closing the Gap Data)	Page 16-18
28.	A Level Results 2019 Overview	Page 18
29.	Historical A Level Results Data	Page 19
30.	Destinations of School Leavers	Page 19



September 2019

Dear Parents, Guardians and Carers,

CHOOSING BRINE LEAS

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 check the Local Authority website (www.cheshireeast.gov.uk) and follow the links, or alternatively call into the school.

The school is both very popular and successful. In 2019, we were oversubscribed; we had 253 first choice applications for 240 places and some students gained a place on the distance criteria. Following the Appeals process, a total of 242 students were admitted into Year 7 in 2019. 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 19 years at Brine Leas and in my first year as Headteacher, it is an exciting period for the school. Our challenge remains the same, provide the best education, to as many students as possible, 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

Please do not simply apply to the school if you have not visited us. You are welcome to come around the school on Open Morning or Open Evening.

There are opportunities to visit the school on a normal working day. Please contact the school for more information. This visit can be accompanied by students and, to be quite frank, they are the true ambassadors for the school and will tell you, with honesty, what it is like to be part of the school. 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 2019 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. In 2019, our GCSE headlines are 78% for English and Maths at a standard pass (Grade 4) and 60% for English and Maths at a good pass (Grade 5). More detail will emerge over time, as provisional results are validated. Provisionally, our Attainment 8 score is 52.7 with Progress at 0.1. Both are extremely pleasing. Despite this success, the school is not simply an examination factory and 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. They have opportunities to shine in many ways and the House system plays an enormous role in this. 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 over a year ago. New classrooms, laboratories and toilets have recently been completed. 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 2020

Wednesday 9th October 2019
Open Evening (6.30 pm to 8.30 pm)

An 'open house' style event for the local community, prospective parents and students, friends and families. The evening starts with a presentation by the Headteacher at 6.30pm, which is repeated at 7.30pm.

Thursday 31st October 2019
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).

Monday 9th December 2019
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 2nd March 2020
Offers Released

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

Monday 15th March 2020
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 16th March 2020
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 30th March 2020
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 this prospectus.

Information on Admissions will be available at the school's 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)		484
Number of Places Allocated		240
Number of applications stating Brine Leas as their first choice (including late applications)		252
Number of applications stating Brine Leas as their second or third choice (inc. late applications)		232
NUMBER OF ADMISSIONS AGREED IN LINE WITH THE PUBLISHED CRITERIA AT ALLOCATION - (1 March 2019)		
i.	Children with a statement of Special Educational Needs	3
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.	113
iii.	Siblings.	78
iv.	Children of Staff	1
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.	13
vi.	Children living nearest to the school measured using the Local Authority address measuring system.	26
Furthest distance to qualify under criterion vii		2.5 miles

INTAKE KEY DATES

For Admissions to Year 7 in September 2020

Saturday 5th October 2019 Activity Day

A unique opportunity for children currently in Years 5 and 6 to take part in a range of fun and creative activities, giving participants the chance to try something new and meet our staff. This is always a popular day and books up quickly. Details of the event are provided to feeder primaries and are also advertised on the school website (www.brineleas.co.uk)

Wednesday 9th October 2019 Open Evening 6.30 pm to 8.30 pm

An 'open house' style event for the local community, prospective parents and students, friends and families. The evening starts with a presentation by the Head of School at 6.30 pm, which is repeated again at 7.30 pm.

May 2020 Primary Visits

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

Tuesday 30th June 2020 Intake Evening

All families of children that have been offered a place at Brine Leas will be invited to an evening to get more detailed information about the school and the transition process. There will also be the opportunity to meet Progress Tutors, the Year 7 Progress Manager and members of the school Leadership Team, as well as the option to purchase tickets for the Intake Disco, which is held on the Friday.

Thursday 2nd July 2020 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.

Friday 3rd July 2020 Intake Disco & Meet the Leadership Team

All children that have been offered a place at Brine Leas will be able to purchase tickets for the Intake Disco. Tickets can be purchased on Intake Evening. Whilst the children are at the disco, parents/carers are welcome to join the school's Leadership Team for a drink and an informal discussion about the school/transition.

Sunday 5th July 2020

School Uniform Sales

The school will be open between 10.00 am and 12.00 noon for the sale of new and second hand uniform via the school suppliers.

September 2020

New School Year

During the first 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

October/November 2020

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.

December 2020

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.

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 parents¹ 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.

¹ 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 Open Evening in October gives everyone in the community the opportunity to look around the school. In addition, we have an Activity Day, which is run by our staff on a Saturday in September/October and is open to any Year 5 and 6 student, although places are limited so are offered on a first come, first served basis.

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.

The first half term ends with our annual Year 7 trip to the YMCA Lakeside Centre at Lake Windermere. We are 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.

COLLECTING DATA FROM PRIMARY

As part of our Transition process, we aim to ensure continuity between schools. Our Head of Year 6-7 Transition 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 Progress Managers 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 (dates can be 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 PROGRESS MANAGER

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 all Year Groups except Year 11, which has ten groups.

The Tutor and the Progress Manager 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.

Ownership of our Student Support System is taken by the students. They are placed in positions of responsibility within each House. These include Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl, Prefects, Peer Mentors, Safeguarding Ambassadors and Progress Representatives. House Officials 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).

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 TEAM, PROGRESS AND PASTORAL LEADS

School Leadership Team	
David Cole	Headteacher
Paul Whitehead	Deputy Headteacher
Emma Bentley	Assistant Headteacher
Lucy Darling	Assistant Headteacher
Charlotte Lewis	Assistant Headteacher
Sarah O'Neill	Assistant Headteacher
Victoria Skelding	Assistant Headteacher
Kate Bradshaw	Business Manager
Progress Leads	
Bethany Brown	Year 6-7 Transition Co-ordinator
Jonathan Mottram	Year 7 Progress Manager
Laura Corcoran	Year 8 Progress Manager
Rebecca Dawson	Year 9 Progress Manager
Keira Barker	Year 10 Progress Manager
Toby Ward	Year 11 Progress Manager
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.	
Pastoral Leads	
Head of Houses	Angela Beecher
Head of Audley	Simon Gresty
Head of Lovell	Matthew Hayhurst
Head of Warwick	Laura Jones
Pastoral Manager	Nicola Hill

LOCAL GOVERNING BOARD

Appointed Governors		Parent Governors (Elected)
Mrs A Ashley Mr T Court Mr P Groves Ms M Hennessy Jones	Dr K Jones Mr T Marsden Mrs M Mulliner Mrs J Thomas	Mrs S Turner (Chair)
		Dr D Varley
		Staff Governors (Elected)
		Mr T Maclellan
		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.

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.

	2014-15	2015-16	2016-17	2017-18	2018-19
Number on roll (Year 7-11)	1087	1098	1113	1111	1105
Percentage attendance (Years 7-11)	96%	94.78%	95.05%	95.29%	94.63%
Percentage of half days missed through authorised absence (Years 7-11)	3.29%	4.76%	4.15%	4.26%	4.87%
Percentage of half days missed through unauthorised absence (Years 7-11)	0.7%	0.46%	0.79%	0.45%	0.5%

LIBRARY & RESOURCE CENTRE

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). 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).

GCSE 2019 EXAMINATIONS HEADLINES

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

Measure	All Students		Disadvantaged Students		National Average	Gap (measured against National figures)
	Number of Students	% of Students	Number of Students	% of Students		
Number of students	215	100%	34	15.8%	N/A	N/A
Students achieving Grades 9-5 in English and Maths	128	59.5%	11	32.35%	43.5%	-11.15%
Students achieving Grades 9-4 in English and Maths	167	77.7%	19	55.88%	61.3%	-5.42%
Students Entered for EBacc	122	56.7%	14	41.18%	38.5%	2.68%
Students Achieving EBacc (Grade 5+ in all 6 subjects)	36	17%	1	2.94%	24.2%	-21.26%
		Points			Points	
Progress 8 Score		0.05		-0.4		
Attainment 8 Score		52.53		38.98		
Average Attainment 8 Score (per Entry)		5.23		3.90		
Average Point Score per EBacc subject		4.62		N/K		
					Data not available at the time of going to print	Data not available at the time of going to print

(Until late in the Autumn Term results are provisional until they have been approved by the DfE)

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				
2013	2014	2015	2016	2017
95%	87%	81%	76%	75%

% of Year 11 Students achieving 5 A*-C (inc. Eng and Maths)				
2013	2014	2015	2016	2017
69%	71%	74%	69%	75%

% A* and A's				
2013	2014	2015	2016	2017
28%	27%	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
BLS	N/A	48	57
National Av	N/A	39	42

% of Year 11 Students Entered for E Bacc			
Year	2016	2017	2018
BLS	54	53	52
National Av	24.7	35	38

% of Year 11 Students Achieving the E Bacc			
Year	2016	2017	2018
BLS	N/A due to differences in measures	24 (inc Grade C)	31 (Grades 9-4)
National Av		19	23

Progress 8			
Year	2016	2017	2018
BLS	-0.06	-0.09	0.36
National Av	-0.03	-0.03	-0.02

Attainment 8			
Year	2016	2017	2018
BLS	53.5	50	54.4
National Av	49.9 (optional opt-in)	46	46.2

Number of Disadvantaged Students In Year 11			
Year	2016	2017	2018
Number	39	26	26
% of Year Group	18.48%	12.15%	12.20%

Progress 8 (BLS Disadvantaged compared to National Non-Disadvantaged)			
Year	2016	2017	2018
BLS	-0.82	-0.44	-0.23
National Non Disadvantaged	0.1	0.11	0.1 (estimate)

Attainment 8 (BLS Disadvantaged compared to National Non-Disadvantaged)			
Year	2016	2017	2018
BLS	38.2	41.3	44.7
National Non Disadvantaged	N/K	49.8	49.8 (estimate)

Grade 5 or Above in Eng and Maths (BLS Disadvantaged compared to National Non-Disadvantaged)		
Year	2017	2018
BLS	38%	30%
National Non Disadvantaged	49.4	50.1

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

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

A LEVEL 2019 EXAMINATIONS HEADLINES

	Number of Students	% of Students
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%
	% of Students	
% 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%	
	Points	
APS per student	107.68	
APS per entry	36.69	

(Until late in the Autumn Term, results are provisional until they have been approved by the DfE)

HISTORICAL A LEVEL RESULTS DATA

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

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 2019; these are based on what route students planned to take:-

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

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)